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ABSTRACT

Four primary tasks were conducted for this two-phase study, which examined the outcomes to challenged library materials in terms of retention, restriction, and removal, and identified key factors that influenced the outcome: (1) the relevant research literature was reexamined and a conceptual model for testing based on the research literature was reviewed; (2) a stratified random sample of 6,557 secondary schools was produced; (3) a one-page questionnaire was sent to the school librarians to identify schools that had received a challenge to library materials (complaint) within a 3-year period; and (4) a second, detailed questionnaire designed to test the conceptual model was sent to the librarians who reported having received one or more challenges to obtain data on the most recently resolved challenge. Of the 4,736 questionnaires (72%) for the first stage of the survey that were completed and returned, 2,964 reported no complaints, and 1,661 reported one or more complaints. The response rate for the second stage was 70%, with 1,171 questionnaires returned. This questionnaire elicited information on the factors included in the model, i.e., the district materials selection policy, characteristics of the librarian, school environment, community environment, initiator of the challenge, and complaint background. Factors which were found to be significant in influencing the retention of challenged library materials in secondary public school libraries were the existence and use of a board approved materials selection policy, internal and external support provided to the librarian during the challenge, overall support for the retention of challenged material, and the form of complaint, with written complaints being more likely to result in retention than oral complaints. The findings reported in the literature are discussed with the findings of this study throughout the report, and a long-term replication of this study is recommended. Additional data and copies of the questionnaires are presented in 11 appendices. (34 references) (MAB)

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FACTORS INFLUENCING THE OUTCOME OF CHALLENGES TO MATERIALS IN SECONDARY SCHOOL LIBRARIES: REPORT OF A NATIONAL STUDY

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U.S. Department of Education,
Office of Educational Research and Improvement
Library Programs

August, 1991

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FACTORS INFLUENCING

THE OUTCOME OF CHALLENGES TO MATERIALS

IN SECONDARY SCHOOL LIBRARIES:

REPORT OF A NATIONAL STUDY

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August, 1991

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EXECUTIVE SUMMARY

Introduction

In May, 1989, the U.S. Department of Education awarded a research grant to the University of Wisconsin-Madison School of Library and Information Studies to study challenged materials in secondary public school libraries in the United States. Specifically, the study sought to look at the outcome to challenged materials in terms of retention, restriction, and removal, and to identify key factors which influenced the outcome. The objectives of the national study of public secondary school libraries were:

(1) to assess the current status of challenges to materials in secondary school libraries;

(2) to assess the current status of outcomes, i.e., retain, restrict, remove, to challenges;

(3) to test a suggested conceptual model of the path to the outcome based on previous research in library and information science and related fields;

(4) to identify key factors which made a difference in influencing the outcome to challenges;

(5) to identify additional areas of study, and plan continuing research based on the findings of the study.

Four primary tasks were conducted. First, the relevant research literature from library and information science and the related fields of education, educational administration, behavioral science, and communications was reexamined. A conceptual model for testing based on the research literature was reviewed (See chapter 1). Second, a stratified random sample of all secondary public schools in the United States was produced. The population from which the original sample was produced came from the "Common Core of Data: Public School Universe," 1987-88, obtained from the National Center for Education Statistics (NCES) (See chapter 2). Third, school librarians from the sample population received a one-page questionnaire designed to identify schools which had experienced challenges to library materials in a three year period. This was Phase 1 of the study (See chapter 3). Fourth, those school librarians indicating that challenges to library materials had occurred received a second, detailed questionnaire designed to test the conceptual model. In terms of challenges, Phase 2 focused on the most recent, resolved challenge. This part of the study, known as Phase 2, was the major

emphasis of the study (See chapters 4-7). Within these four major tasks, the following activities were conducted:

(1) Relevant Research Literature Review

Reexamination of intellectual freedom research in library and information science

Reexamination of relevant research in education, educational administration, behavioral science, communication

Review of conceptual model

Review by study consultant, panel of experts

(2) Sampling

"Common Core of Data: Public School Universe," 1987-88 was obtained

Proportionate, stratified random sample of schools with grades 7 or higher produced by the Wisconsin Survey Research Laboratory. Sample represented all size communities in the U.S. and all regions of the U.S.

(3) Phase 1: Identification of Schools With Challenges

Survey instrument drafted

Instrument was reviewed

Pretest of questionnaire

Revision of instrument based on pretest

Distribution of questionnaire to sample population with two follow-ups

Data collection and data analysis

Identification of schools which reported challenges

(4) Phase 2: Study of Schools Reporting Challenges

Validated test instruments of selected social psychological attitudes identified and studied
Review of factors to be tested
Survey instrument drafted
Instrument reviewed by study consultant, panel of experts, others
Survey instrument revised
Pretest 1 of questionnaire
Survey instrument revised
Pretest 2 of questionnaire
Review by panel of experts, study consultant, library school director
Survey instrument revised
Pretest 3 of questionnaire
Survey instrument's final revision
Distribution of questionnaire to those schools reporting challenges and three follow-ups
Data collection and data analysis

Details of each of these activities are provided in the comprehensive report. The comprehensive report was prepared by the research investigator with the advice and editorial assistance of the study consultant, U.S. Department of Education staff, and the graduate assistant for the study.

The research investigator was Dianne McAfee Hopkins. The study used the expertise of study consultant Douglas L. Zweizig (Professor, School of Library and Information Studies, University of Wisconsin-Madison). The graduate assistant for the study was Rebecca P. Butler.

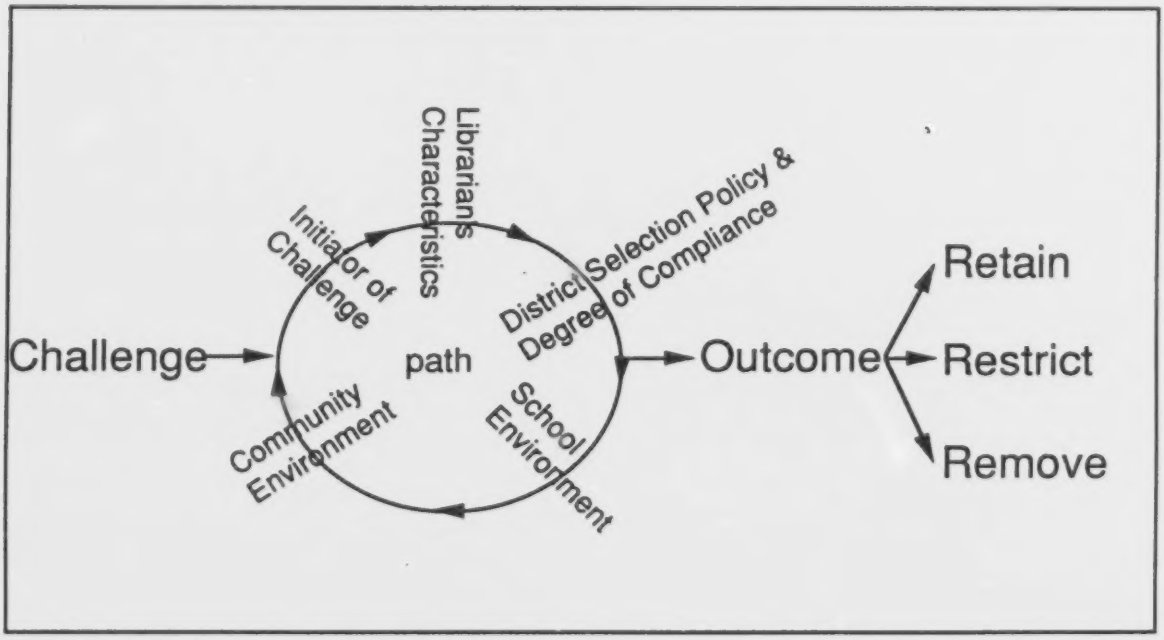
A panel of experts met two times during the project in summer, 1989 (in person), and in November, 1989 (by conference call). They also responded in writing throughout the project. The

members of the panel of experts were: Pauletta Brown Bracy, North Carolina Central University; Frances M. McDonald, Mankato State University; Alvin Schrader, University of Alberta (Canada); Judith Serebnick, Indiana University. Yvonne Carter, U.S. Department of Education, Office of Educational Research and Improvement, Library Programs, was the study's liaison.

Conceptual Model and Variables Studied

The question of access to information for children and adolescents, particularly from the standpoint of intellectual freedom, is one of broad and sustained interest. The continual emphasis on the ability of the young to seek and obtain information is an important one, for access to information is crucial to the development of an informed citizenry for the nation's growth. Yet barriers to intellectual freedom and access through school libraries continue to be evident.

An examination of the literature of intellectual freedom challenges revealed that the outcome to challenges varied. In general, challenges resulted in retention, restriction, or removal. The conceptual framework upon which the proposed study was based is represented in the figure below.



As developed, the conceptual model suggests that the path to the outcome to challenges is pivotal in determining whether challenged material is retained, restricted, or removed. The review of the research literature suggested the following tentative hypotheses associated with positive outcome:

1. District selection policy
    a. existence
    b. use during a challenge process

2. Librarian's characteristics
    a. high level of formal training
    b. years of professional service
    c. age
    d. minimal sense of pressure
    e. high sense of self esteem

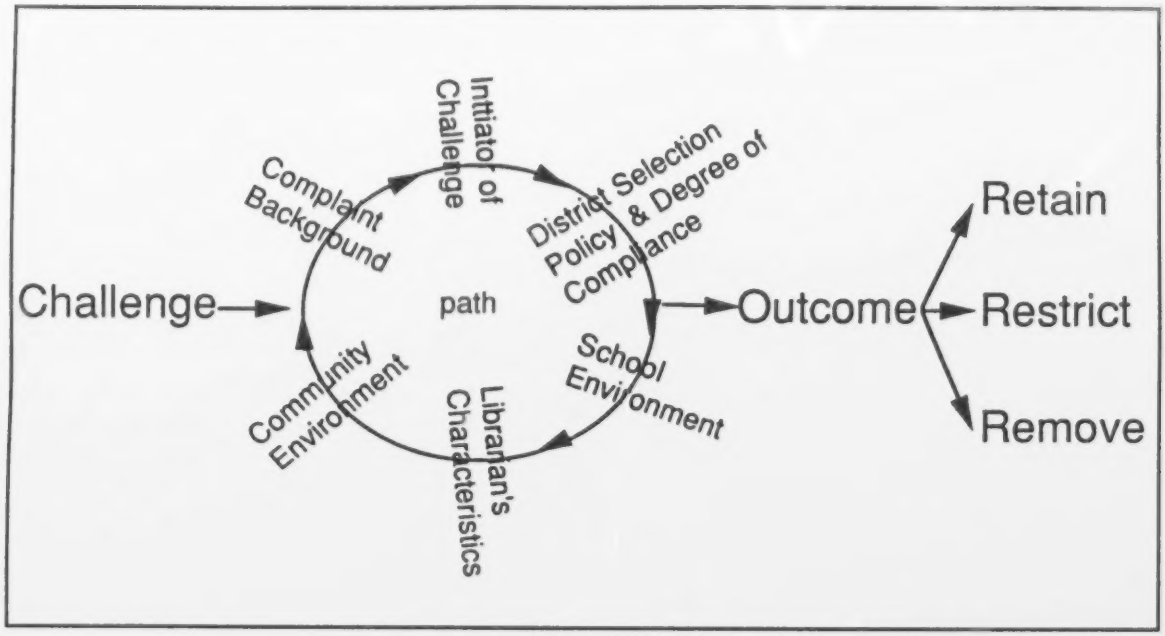
3. School environment
    a. positive school climate
    b. support of the school principal during challenge
    c. support librarian receives during challenge
    d. size of school (i.e., larger schools)

4. Community environment
    a. information media support
    b. size of overall community (i.e., larger communities
    c. support outside school

5. Initiator of challenge
    a. parents
    b. school board members
    c. those generally outside school environment

Findings

The findings are discussed in Chapters 3-7 of the research report and are summarized in Chapter 8. In terms of the conceptual model, the findings support the general conceptual model, and suggest the addition of the factor, complaint background, in addition to the factors district selection policy, librarian's characteristics, school environment, community environment, and initiator of complaint. The revised conceptual model is represented below.



While the change in the overall factors is minimal, there are changes in the hypotheses associated with the outcome of retention when compared with the hypotheses based on the research literature used prior to the 1990 national study. The national study suggests the following hypotheses associated with the retention of library materials at the secondary level:

1. District selection policy
    a. existence
    b. use during a challenge process

2. Librarian's characteristics
    a. internal locus of control
    b. low degree of dogmatism

3. School environment
    a. support of school principal during challenge
    b. support of teachers during challenge
    c. overall internal support received during challenge
    d. size of school (i.e., larger schools)

4. Community environment
    a. overall external support received during challenge

5. Initiator of challenge
    a. parents
    b. those generally outside school environment

6. Complaint background
    a. written complaint
    b. active support for retention

All of the above hypotheses were among the variables which were found to be statistically significant in the retention of challenged materials. Among the factors which were found to significant in influencing the retention of library materials that were challenged in secondary public school

libraries were the existence and use of a board approved materials selection policy, the internal and external support provided to the librarian during the challenge, overall support for the retention of challenged material, and the form of complaint, with written complaints being more likely to result in retention than oral complaints. These factors, rather than selected characteristics of the librarian such as age, gender, and years of professional service, were statistically significant in retention of challenged materials.

CHAPTER ONE

INTRODUCTION, REVIEW OF THE LITERATURE CONCEPTUAL FRAMEWORK FOR THE STUDY

The question of challenges to school library materials has held the interest of librarians, administrators, other educators, parents, and community members for many years. In spite of this continuing interest, there are still a number of unanswered questions about challenges to materials. A primary question relates to the factors which influence the outcome of challenges. What factors impact whether challenged material is retained, restricted, or removed? This study sought to provide some of those answers from a secondary school perspective, and began with a review of literature in the field of library and information studies, as well as related research from other relevant fields.

The review of the literature is based on an article by the author which appeared in Library and Information Science Research (Hopkins, 1989). The literature review forms the basis for the variables which are tested in the study, and introduces the conceptual model that is tested.

Introduction

Educators, librarians of all types, proponents of intellectual freedom, as well as parents and other community members, have shown a continued interest over time in youth intellectual freedom issues. This interest has resulted in a number of studies, most of which have focused on school and public libraries and librarians. The studies range from sophisticated, empirical data collection to descriptive accounts of state or regional areas. These studies seek to describe and/or explain various, related aspects of intellectual freedom. The more formal studies have usually focused on the attitude of the librarian and the effect of attitude on selection and self-censorship of materials (Serebnick, 1979, p. 99). The other type of study examined, descriptive status reports, has generally sought to document censorship activity at a point in time and to note varying relationships.

The research study review will focus on variables suggested in the research which might influence the outcome of challenges to library materials in K-12 settings. For purposes of this report, outcome is defined as the resolution of a challenge to the presence or appropriateness of school library material. Challenge is defined as an oral or written complaint about the appropriateness of school library material. The discussion will begin with setting the scene for challenge outcomes in school libraries.

The Scene

The challenge process as it refers to library materials in K-12 schools is one that is easily known to persons who have involved themselves in this area, and is illustrated by figure 1-1. It begins when the suitability of library material is questioned. Principle characters likely to respond to the question are the school librarian and the school principal. A materials selection policy is reviewed and its reconsideration section is used in full or in part, or the principal and/or librarian respond without using a policy even if one exists. Regardless of the "path" to the outcome, the challenge is generally resolved in one of three ways: material that is thought to be appropriate for the school is retained on open shelves in the library; material that is thought to be suitable for some students in the school but questionable for others is restricted in one or more of several ways (for example, placed on a restricted shelf with access only through the librarian or other authority figure); material is completely removed as being inappropriate for the school and for the students.

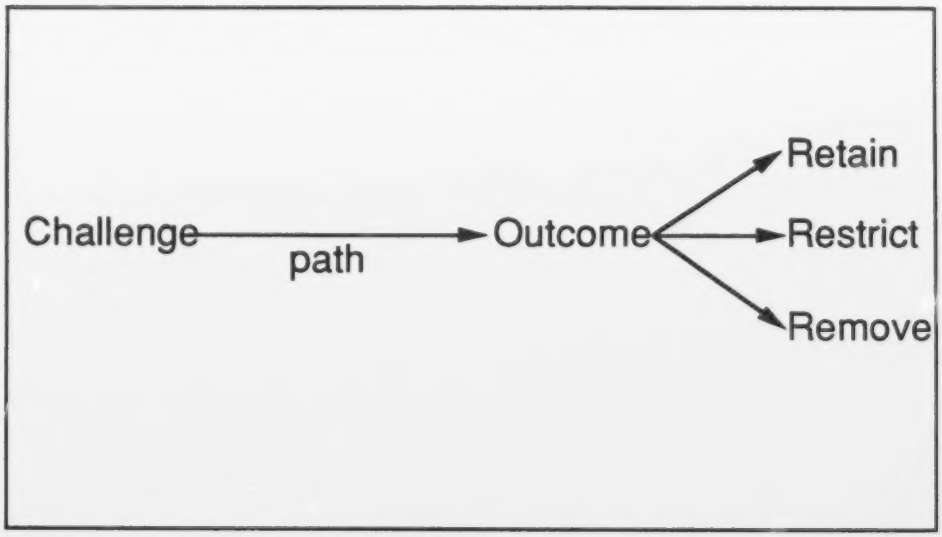


Figure 1-1

Basic Challenge and Outcome Model

The described scene is repeated numerous times in schools everywhere. The outcome of these challenges varies, even for the same title, in different settings or communities. The variation of results leads to a basic concern in intellectual freedom of an apparent void that has not been fully addressed in the research. The concern may be expressed as follows: "What factors influence the outcome of challenges to school library materials in K-12 school library settings?" Another way of looking at this question is the following: "Why might we observe different outcomes to challenges even when identical titles are questioned in different places?" The answers to these questions will be sought through a review of relevant research in intellectual freedom from library perspectives, as well as an examination of relevant research in other fields suggested by the library literature review. The research literature reviews lend support for an expansion of figure 1-1 to the suggested conceptual model represented in figure 1-2.

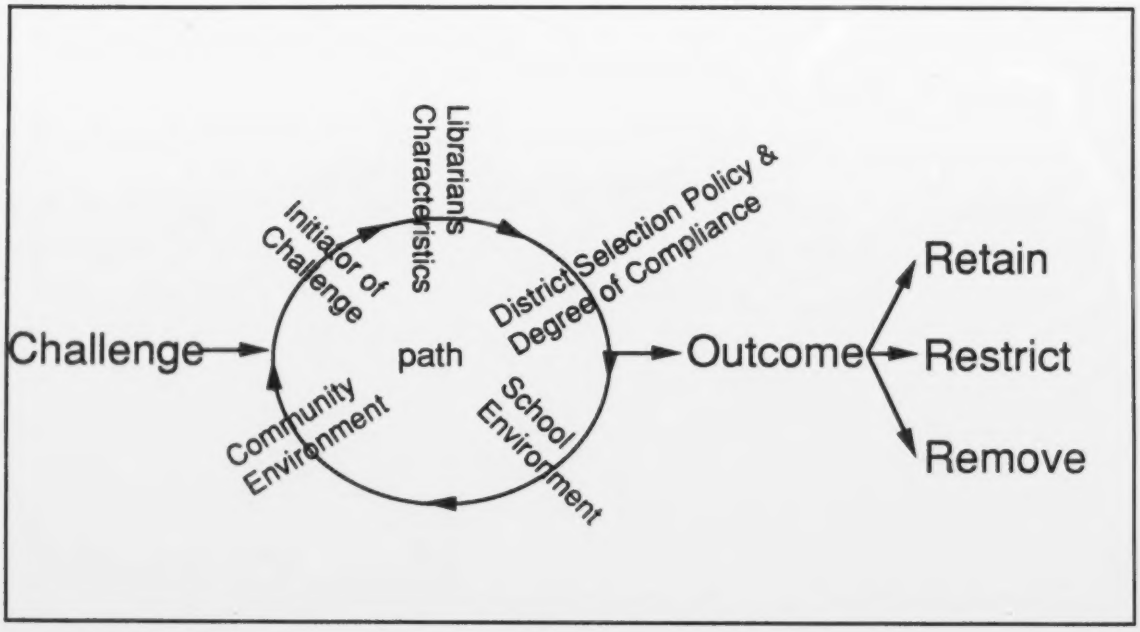


Figure 1-2

Suggested Conceptual Model for Outcomes to Challenge

In the figure 1-2 conceptual model, it is the path to the outcome to challenges that determines whether challenged material is retained, restricted, or removed. The path focuses on variables that will be identified and discussed in the review of research which follows. Those variables suggest that the outcome to challenges is affected by the materials selection policy and the extent of its use; the school librarian's characteristics and intellectual freedom values; school environment; community environment; and challenge initiator.

Review of Library Research Literature in Intellectual Freedom and Related Research in Other Selected Fields

The review of intellectual freedom research will focus on major studies conducted in the U.S. and Canada. They will be examined with the aim of identifying relevant variables which relate to outcomes of challenges to materials in K-12 school library settings. The major studies included in this review are those of Fiske (1959), Farley (1964), Busha (1972), Pope (1974), and England (1974). These studies will be discussed in terms of what their findings suggest as possible answers to the questions posed in this paper, even when the possible variables are not the specific focus of the studies. In terms of type of library focus, Farley's study focused specifically on school libraries; Fiske's study included school and public libraries; Pope's study included school, public, and college libraries. Busha and England focused on public libraries. While the Busha and England research is not generalizable to school librarians, they are included because, when examined along with other research in intellectual freedom, they offer or confirm possible key variables for the research question being addressed.

Beyond the research studies identified above, other studies represent what might be termed status reports on challenges to materials in school libraries. While generally less comprehensive than the major studies cited earlier, taken as a whole, they offer support for suggested variables on the question of factors influencing the outcome of challenges to materials. The selected status reports included are Woodworth (1976), Wisconsin Department of Public Instruction (1980, 1981a, 1981b), Limiting What Students Shall Read (1981), Bracy (1982), McDonald (1983), and Jenkinson (1985).

The research literature as seen in research outside librarianship will also be examined, where applicable, to provide further support or to refute the suggested factors influencing outcomes to school library material challenges. The areas examined for further study are educational administration, behavioral science, and communications. The research review outside librarianship is not intended to be exhaustive. Rather, it is intended to identify major theories in the areas examined and\or to be indicative of some strands of thought in relevant research outside the library arena. Thus, major summary sources which analyze and summarize the research rather than primary sources will be used.

Variables suggested by the review of library literature in intellectual freedom and related research, where applicable, are individually discussed below. The variables, in broad categories, are materials selection policy, characteristics of the school librarian, school environment, community environment, and initiator of the challenge.

I. Materials Selection Policy

Several studies focusing on the outcome of challenges show a positive relationship between the existence and use of a materials selection policy and the retention of challenged materials in the collection (Fiske, 1959; Woodworth, 1976; Wisconsin Department of Public Instruction, 1980, 1981a, 1981b; Limiting What Students Shall Read, 1981; Bracy, 1982; and Jenkinson, 1985). These studies indicate that the more completely a policy is used, the greater the likelihood that material will be retained. The focus of these studies will be discussed below.

The well-known Fiske study (1959) of book selection, challenges, and censorship which focused on selected California school and public libraries in the 1950s is considered the most influential research on intellectual freedom in United States libraries (Serebnick, 1979, p. 97). Fiske used an extensive interview process involving 156 school and public librarians at various hierarchical levels and forty-eight school administrators. One finding was that the affirmation of the existing materials selection policy by libraries under attack was a factor in retaining challenged material. In Bracy's study (1982) of selected Michigan high schools accredited by the North Central Association, she concluded that the data supported a positive relationship between retention of challenged

materials to full access and the existence of an endorsed policy. Similar findings were reported in Limiting What Students Shall Read, the national study involving school administrators, librarians, and library supervisors, sponsored by the American Library Association, the Association of American Publishers, and the Association for Supervision and Curriculum Development. This study focused on the censorship problem and the selection process. Other studies offering confirmation of this variable are: Woodworth's study (1976) of high school librarians, high school principals, and randomly selected high school chairpersons of English, social studies, or science; Wisconsin Department of Public Instruction's study (1980, 1981a, 1981b) of school librarians at public elementary, middle\junior, and senior high school levels; McDonald's study (1983) of Minnesota's public elementary, high school, and public libraries; Jenkinson's survey (1985) of public school and public libraries in Manitoba, Canada.

Thus, one of the factors suggested as influencing the outcome of challenges to school library materials is the materials selection policy and its degree of use.

II. Characteristics of the Librarian

Certain characteristics of the librarian have been found to relate positively to the librarian's likelihood of voluntary censorship. While generally included in studies of attitudes toward precensorship, these variables raise legitimate questions about the likelihood of the librarian to actively and vigorously support intellectual freedom and challenged materials when a challenge occurs.

Years of Professional Service

The effect of the librarians' years of experience were addressed by Fiske (1959) and Farley (1964). Fiske found that librarians new to the profession tend to be much less restrictive than their more experienced colleagues. Farley, too, found a positive relationship between restrictiveness and years of professional experience. When other studies are examined, findings of this variable, however, are not consistent. (Serebnick, 1979,p. 105). Years of service may reflect the depth of how much the librarian personally has to lose, and may suggest that the more years of professional service, the less likely the librarian will risk the loss of the position through actively supporting principles of intellectual freedom when a challenge to material occurs.

Sense of Status

The Fiske (1959) discussion of the paradox in school librarianship suggests that the librarian's sense of self-worth, status, and isolation, may directly influence that person's active involvement in the support of intellectual freedom and challenged materials. It is tied very closely to the factor, influence and power of the administrator which will be discussed under "School Environment". "All the problems and insecurities common to the profession at large are enhanced by a sense of inferiority to it. School librarians feel like second-class members of their own profession and like second-class members of their own faculties. More activity or status in the former might provide the impetus for attaining status in the latter. At present, these two uncertainties seem to reinforce each other, with the result that school librarians become highly susceptible to the influence of their administrators." (Fiske, 1959, p. 93).

The librarians' sense of status, or lack thereof, suggests that feelings of self-worth, status, and isolation influence the outcome of challenges. It suggests that the librarian with low self-esteem is less likely to vigorously support the principles of intellectual freedom than the librarian with a high sense of self-esteem.

Research summaries in the area of educational administration are appropriate to note here. Of particular interest are the research areas relating to informal groups and subordinate relationships. The informal group within the schools is seen as the second major source of authority in schools. The research in this area is summarized in Hoy and Forsyth (1986). With the informal group, Hoy and Forsyth (1986) see a participant's status as a function of that person's frequency, duration, and nature of interactions with others. The person's status is also seen as the extent to which the individual earns respect from others in the group. Hoy and Forsyth suggest that within subgroups or cliques, individuals develop feelings of superiority, which can be helpful to the individual. Informal organizations become, in time, spontaneous interactions that become structured and orderly as individuals and cliques rank themselves. Informal organizations also establish informal webs of communication as well as discipline networks. They are viewed as functioning to maintain a sense of personal integrity, self-respect, and independent choice among its members. In terms of isolates, research indicates that, without exception, instances of isolation were related to isolation in other instances. Hoy and Forsyth indicate, for example, that teacher isolates were separated from not only the school's control structure but also from informal leaders, friends, and respected colleagues. Hoy

and Forsyth suggest that there is a constant interplay between the formal (discussed in the section, "School Environment") and informal organizations, and that each will influence the other in constructive and/or destructive ways.

The summary of research on informal organizations suggests that within schools, formal as well as informal organizations or networks exist. It suggests that the degree to which the school librarian is or feels herself\himself to be a part of one or both networks will influence how that person interacts within the network and how successful that interaction will be. These structures can be expected to affect decisive interactions such as the outcome of challenges, which is the focus of this paper. The research suggests that the sense of professional status felt by the school librarian is influenced by the librarians' place in the informal organization in the school; that the more the librarian feels a part of the informal school organization, the greater the likely actual or perceived sense of internal support felt by the librarian when a challenge occurs.

The research relating to subordinates is also important to consider in terms of the librarian's sense of status. The educational administration research relating to subordinates will be discussed as summarized in Silver (1983). Silver reports that while many often think of social power as a one-way relationship, theorists have come to recognize that power is a reciprocal relationship in which power is attributed to some individuals by people who are influenced by those individuals. Compliance theory refers to a relationship rather than obedience, conformity, docility, or any other behavioral response. Compliance theory is examined in the research of Amitai Etzioni.

According to Silver (1983), Etzioni developed a system of classification based on compliance patterns. The taxonomy is based on the merging of two key elements, namely the types of power used by those in influential positions and the types of orientations toward that power held by persons in subordinate positions. In Etzioni's theory, power positions are those offices or hierarchical levels having occupants who regularly have access to the means of influence and it is composed of lower participants, which are those subject to influence by persons in power positions. In this theory, lower participants have an orientation toward the organization and its uses of power called involvement.

In Etzioni's theory, the more alienating usages of power in a society tend to split the societal units. This split increases the distances among the divisions, increases the instrumental or manipulative orientation, and lessens the opportunity for authentic participation or leadership. Silver

(1983) finds the notion of a tendency toward congruence to have important implications for the dynamics of change, both within organizations and in entire societies. The reciprocal relationship between power and involvement is noted. For example, an increase in coerciveness is seen as generating increases in alienation. Other power forms become less effective and this increases coercive controls. Silver (1983) suggests that compliance taxonomy can serve as a foundation for far-reaching organizational and societal analysis.

Silver's discussion of research relating to subordinates also includes that of William Gamson. Gamson developed a classification of lower participants' orientations in conjunction with his theory of social conflict. The three orientations cited toward authorities were: alienated or great distrust; neutral or moderate trust or distrust; confident or high trust. Silver finds the Gamson conflict theory to be a compelling complement to Etzioni's compliance framework and to be of particular interest to students of educational organizations.

This discussion of the relationship between the supervisor and the subordinate and that of the subordinate's ability to allow others to influence them speaks to the sense of status felt by the librarian and the power of the influence of the administrator on the subordinate librarian as suggested in earlier in the research of Fiske (1959), Farley (1964), and Busha (1972). While the research does not suggest how the librarian may respond when confronted with a challenge, it shows that the school administrator may, indeed, influence the behavior of the librarian when library material is challenged. This influence may be affected, in part, by the librarian's sense of status.

Age

Busha (1972), England (1974), and Pope (1974) suggest age as a variable in intellectual freedom. Busha (1972) found a positive relationship between age and attitudes toward censorship, with older public librarians being more censorious and having stronger attitudes toward censorship. In England's study (1974) of public librarians in six Ontario, Canada cities, she sought to discover attitudes and perceptual factors influencing what she termed the "censorship activity" of public librarians. She found age to be the most significant personal factor of those examined. As librarians' age increased, their view of the community as censorious decreased, with early middle age being the age at which the librarian was most likely to take a liberal stand.

Pope (1974) analyzed the opinions of school, public, and college librarians on sexually-oriented

literature. He found a relationship between age and restrictedness, with older librarians being more restrictive than younger librarians. He specifically found school librarians to show least restrictive tendencies between the ages of 40-50.

Overall, while age has been found to relate to a willingness to restrict books in libraries, the finding has not been consistent. A review of other studies in intellectual freedom also shows that findings are not consistent (Serebnick, 1979, p. 109). Like its related characteristic, years of professional service, age emerges as a less clear variable than possible others.

Sense of Pressure

Fiske (1959), England (1974), and Wisconsin Department of Public Instruction (1980, 1981a, 1981b) address the effect of librarians' sense of pressure. Fiske (1959) noted that the mere presence of an extremist group made it more likely that any challenge would be taken seriously and "institutionalized", i.e., taken through the formal complaint process. England (1974) found the perception of the environment and views of others to be definitely associated with the precensorship activity of public librarians.

The Wisconsin Department of Public Instruction (1980, 1981a, 1981b) study sought to determine the extent of censorship attempts in school libraries at Wisconsin public schools at K-12 levels during the late 1970s and early 1980s. They found that between 17-23% of librarians who had not experienced challenges to materials felt under pressure to restrict or curb selections.

These studies suggest that within the context of a challenge to materials, the librarian who feels under pressure or who fears challenges to materials is less likely to actively promote intellectual freedom and defend materials when challenges occur. This lack of assertiveness may contribute to the removal or restriction of materials.

Communications research may also be important to note under the characteristic, sense of pressure. Price and Roberts (1987) include a discussion on the spiral of silence research of Noelle-Neumann which should be of particular interest. According to her theory, people who perceive from media reports that trends of opinion are running against their views will refrain from expressing their opinions because of a fear of social isolation. Thus, even if such people constitute a numerical

majority, not communicating their views will lead to a strengthening of the opposition and thus create the spiral of silence. This theory should be of special interest to librarians, particularly those who feel under pressure and remain silent in intellectual freedom challenges, or find that expected support is not provided.

Price and Roberts (1987) report a theoretical foundation of the spiral of silence theory as found in small group research, largely conducted in the 1950s by Asch. When given a single partner siding with them, individuals held their own course against the majority. Price and Roberts further note later findings of Katz in the 1980s that mass publicity of opinions may have either a silencing or a liberating effect on public expressions, given different conditions. While the research noted here reflects what might be viewed as the public's response to challenges, which is discussed in the section, "Communications Research", it is important to note in view of the possible effect of public expression on librarian's sense of pressure during a challenge process.

Level of Formal Training

Fiske (1959), Busha (1972), and Pope (1974) note the positive relationship between the extent of formal education and the least restrictive intellectual freedom environment. Fiske (1959) noted that persons with professional training in librarianship were more likely to disregard the possibility of a controversy in selecting library materials than those without it. However, she found professional training to be less decisive in a school environment, speculating that school librarians were more likely to adapt their policies to those of their principals or library supervisors. Busha (1972) found that public librarians' attitudes to censor were inversely related to the extent of their formal education. He found the extent of formal education to have a liberalizing effect on attitudes and freedom of access. Pope (1974) found that librarians with more extensive educational backgrounds were less restrictive than those with less formal preparation.

These findings suggest that the extent of formal education is positively related to the retention of challenged library materials.

Characteristics as Seen in Behavioral Science Research

The discussion of characteristics of librarians which may influence outcomes to challenges of

materials can be viewed more generally in the behavioral sciences. The behavioral science research discussion focuses on the major participants in an intellectual freedom challenge, including the librarian and the principal, who represents the likely authority figure in the challenge. Behavioral research perspectives are well summarized by Leonard W. Doob (1983). Doob uses a guiding principle to illustrate the interactions of variables in personality, power, and authority. He suggests that an event is communicated to participants whose interactions are ascribed and described by an observer. From those interactions emerge some form of action which has possible consequences for the future. Specific participants, whose personalities influence their perception of the event, judge the events and thus, behave overtly in some fashion. The behavior may have an effect on the way they respond in the future.

Through an extensive review of the research, Doob provides important findings relevant to school principal\librarian relationships. Among those findings are the following:

- Every person has a belief, varying in confidence, concerning the person's own power and authority with respect to a. ability to exercise control over what happens to the person and b. his\her possession of these attributes (p. 86).

- While attitudes affect behavior,they seldom do so invariably (p. 97).

- Individuals may favor or fear power. The direction of the view toward power has deep roots in the personality and society (p. 99).

- Obedience, whether believed to be legitimate or not, requires certain attitudes (p. 103).

- Attitudes toward authority and obedience have far-reaching implications for the individuals and society (p. 102).

-The motives, beliefs, and attitudes of authority figures must somehow be complementary to that of subordinates so that the authority figures seek a top position in a hierarchy and the subordinates accept or tolerate a lower one (p. 104).

- From the vantage point of leaders, good subordinates recognize the legitimacy of authorities

and are favorably disposed toward them, inwardly if possible, but at least outwardly (p. 109).

- While personality structures do not necessarily predict political beliefs or individual political actions, personality can never be dismissed since individuals always play a role in areas of authority and power (p. 110).

- When the prescribed role is not clear and the outcome depends upon the interactions of the participants, there are likely to be cultural factors involved in the resolution. The context of the situation itself is important (p. 147).

- To dissent, to ignore the beliefs of others, usually requires self-confidence, a belief in self-control, and a strong power motive (p. 143).

- The communication of an authority, who in the past, has proven to be correct or helpful or is believed to be the source of wisdom, may be judged acceptable without hesitation (p. 148).

- There exists no magic formula to decide all the reasons subordinates and followers advance for deciding to conform (p. 149).

- The individual, as a part of the confrontation with other individuals, through employing various tactics, may influence the eventual outcome of a confrontation (p. 158).

- The perceived power and authority of the individuals at the moment of confrontation and thereafter is likely to have a profound effect upon the roles they assume and the tactics they employ (p. 159).

- Unless a situation is rigidly structured, authority figures and subordinates are not likely to respond with uniformity or unanimity (p. 161).

- Behavior and action may be markedly affected by the nature of the confrontation between or among the participants and by existing situational and cultural restraints.

Doob (1983, p. 162) summarizes his review of research on authority as follows:

"In general, the choice of tactics, whether by the principal or the subordinate, stems from a host of factors, including the interaction between them, which vary from situation to situation. The rules within a situation may be clear, as when a written or unwritten constitution specifies that an executive may exercise his authority only through specified channels. In less structured cases, the principal may engage in trial and error behavior in response to the ongoing reactions of the participants. A predisposition of the principal himself may be influential. If he has a weak belief in his own self-control, he may hesitate to be decisive or, quite the contrary, he may be even more decisive in order to compensate for his own insecurity. The action of a principal or a subordinate and its link to his internal, private decision may be related to unconscious impulses. Or it may result from experiences he has had in childhood or thereafter."

Summary

Thus, research from the fields of librarianship, educational administration, and behavioral science demonstrate the complex nature of characteristics of the major characters, especially the school librarian, in responding to challenges to materials. The response of the school librarian to challenges may be influenced by those in authority in the school environment, either in formal or informal ways. Within the school bureaucracy, some subordinates, including librarians, may feel pressure and may accede to the wishes of the authority figure. Their sense of professionalism may decrease as the degree of bureaucratization increases, making the librarian more susceptible to accepting the authority's dictates (Bureaucratization discussed in the section, "School Environment") . The length of service may affect the degree to which the librarian accepts bureaucratic structures as well, suggesting the longer the person works, the more accepting of bureaucracy that person may be. The response of the school librarian may also be influenced by the librarian's age and years of professional service; sense of status; and sense of pressure including knowledge of a support network.

III. School Environment

Research discussed in the previous section, "Characteristics of the Librarian", demonstrates the interplay between the librarian and authority figures. This section extends the focus to include further discussion of the influence and power of administrators, formal and informal organizations, school climate, support structures, and school size.

Influence and Power of Administrators

Studies by Fiske (1959), Farley (1964), and Busha (1972) all include a focus on the influence of the administrator on the challenge. Fiske (1959) found that staff members, including school librarians, tended to reflect their superior's attitude. Fiske also noted that school librarians noted feelings of isolation, second class citizenship, and lack of status. She suggests that a possible result of these feelings might be that school librarians became highly susceptible to the influence of their administrators. Thus, if an administrator insists on the removal of materials, librarians might comply even if they believe otherwise, or even if the selection policy dictates otherwise.

Farley (1964) explored precensorship in acquisitions, as well as circulation and use of books in the collection of forty-three senior high schools in Nassau County, New York. He sought to ascertain responsibility and rationales for restrictions. Farley found a positive relationship between librarians engaged in the most voluntary precensorship and their view of the administrator's attitude of the library as negative or unfavorable. Farley also documented activities of administrators who forced the removal or restriction of library books when parents or others complained about them. Further, Farley noted that where the administrator's attitude was believed to be clearly positive and favorable, the librarian of such a school would not be among those who performed the greatest amount of censorship.

Busha's study (1972) of midwestern librarians sought to determine the attitudes of public librarians in the midwest toward intellectual freedom, censorship, and selected authoritarian beliefs. Busha found a positive relationship between the librarian's agreement to or acceptance of authoritarian beliefs and their agreement to restrictive measures in the library.

Research in librarianship therefore suggests the influence and power of the school administrator as a factor in influencing the outcome of challenges to school library materials. It suggests that the librarian may be less likely to actively and vigorously support intellectual freedom and challenged materials when an administrator suggests otherwise or is simply neutral in handling a challenge to school library materials.

Because the school library exists within the context of a larger school setting, primary theories

in educational administration which describe formal organizations, informal organizations and the school climate will also be examined. The discussion will include the area of power and authority in the context of formal and informal organizations. According to Silver (1983, p. 79), power may be broadly defined as the ability of a person or group to influence the actions of another individual or group in spite of the wishes of others. Authority is viewed as a type of power characterized by influence or dominance based on their willingness to comply or cooperate.

Formal Organizations

The research of formal organizations will be discussed as summarized in Silver (1983). In terms of formal organizations, a theory of bureaucracy which is viewed as relevant to school settings is that of Max Weber. Weber's theory of bureaucracy is described as being "perhaps the most extensively examined, discussed, criticized, and researched of all theories in the literature of formal organizations" (Silver, 1983, p. 79). The theory of bureaucracy is known to be of interest to many professionals, including sociologists, political scientists, philosophers, social psychologists, educators, theorists, empirical researchers. Weber is said to see bureaucracy as an organization that achieves the epitome of rationality and efficiency while at the same time resting on a bedrock of legitimacy.

According to Weber, there are three types of authority. The three types are charismatic, traditional, and legal. The type of most interest in this review is legal authority, in which the primary form of influence is called a bureaucracy, and is defined as a stable structure bound by laws and routine operations. In a bureaucracy, Silver notes, almost all dominance can be expected to be based on legal authority. Weber's seven features of bureaucracies are hierarchy of offices, rules and regulations, specialization of tasks, impersonality, written records, salaried personnel, and organizational control of resources.

In public schools, the recognized legal authority for school librarians is the school principal. Within the field of education, power and conflict in educational bureaucracies has attracted a great deal of attention. Some research suggests that there is an optimal level of school bureaucratization to foster teachers' professional autonomy or sense of power and that the opposite to participants' sense of power is their degree of alienation from the organization. For example, Silver notes that some research suggests that school bureaucratization increases participant alienation.

Of interest, too, is the suggestion that employees in school bureaucracies become more bureaucratic as their tenure increases. While Silver indicates that this research finding is not supported consistently, it may relate to possible variables influencing outcomes, particularly those that suggest age and years of professional service, for example, as factors in the outcome of challenges to materials.

Silver's review (1983) of relevant research shows, in general, that the degree of bureaucratization is negatively associated with employees feelings of professionalism. Thus, the more bureaucratic the organization or school, the less professional employees will feel. Research findings indicate an inverse relationship between high bureaucracy and high sense of professionalism. This may relate to the lack of status findings suggested by Fiske's (1959) research. Where the sense of professionalism is low, the librarian may be less likely to be vigorous in defending principles of intellectual freedom, therefore making the removal of materials more likely to occur. Silver suggests that participants in bureaucracies such as schools, may accede to all directives within legitimate boundaries without resistance, question or challenge, for having signed a legal contract of employment, "they find it in their best interests to accede unquestioningly to all reasonable requests of superiors" (Silver, 1983, p. 80).

Elements of Leadership Behavior in Formal Networks

In school settings, among the principal characters in intellectual challenges are the librarian and the principal, because it is they who usually deal with the challenge and the challenger. Consistent research-based elements in leadership behavior will be identified and briefly discussed as noted in Silver (1983) as well as Hoy and Forsyth (1986). Social psychologists have noted two key elements in interpersonal interactions — system-orientation and person-orientation. Behaviors directed primarily toward fulfilling the goals and accomplishing the tasks of the organization are characterized as system-oriented behaviors. Behaviors directed primarily toward satisfying the needs and preferences of idiosyncratic individuals within the organization are characterized as person-oriented behaviors. While it is indicated in Silver (1983) that the research suggests that no individual action is solely system or person-oriented, Silver suggests it can be useful in theoretical frameworks concerning leader behavior/organizational outcomes. The orientation of the leader also suggests the importance of leader behavior and organizational outcomes as contributing to leader effectiveness.

Silver (1983) reports that research consistently indicates that the leader's consideration, which is associated with a person orientation, as perceived by subordinates, relates to subordinates' job satisfaction. Specifically, principals' consideration and initiating structure have been found to be related to teachers' willingness to accept administrative directives.

Thus, the leadership style of the principal may influence the librarian's willingness to comply with the principal's request(s) in challenges. It suggests that, in addition to personal characteristics that the librarian brings to a challenge, the leadership style of the principal may also influence whether the librarian will choose to comply with requests with which the librarian may disagree.

Informal Organizations in Schools

The research of informal organizations will be briefly discussed as summarized in Hoy and Forsyth (1986). After formal authority, the second major source of authority in schools is informal authority. Informal authority is viewed as developing spontaneously wherever formal organizations operate. It is noted that informal organizations have at least three important functions. They serve as effective vehicles of communication, as a means of cohesion, and as mechanisms for protecting the integrity of the individual. Informal Organizational research has been discussed earlier in the sense of status section, "Characteristics of Librarians".

School Climate

The research of school climate will be discussed as summarized by Hoy and Forsyth (1986), and Silver (1983). Climate or atmosphere of the school is viewed as important, and is influenced by the formal and informal leadership discussed earlier. The most well-known conceptualization and measurement of the social climate in a school is attributed to Andrew W. Halpin and Don B. Croft in what is viewed as a pioneering study of elementary schools. Halpin and Croft view the social climate as a blend of two dimensions: the principal's leadership and the teachers' interaction. They identified four important aspects of principal's behavior. The elements identified were aloofness, production emphasis, thrust, and consideration. Aloofness relates to degree of principal's formality with teachers; production emphasis relates to degree of active supervision or assertiveness. Thrust relates to the example set by the principal in personal drive and vigor; consideration relates to the principal's concerns for staff members as individual beings.

Halpin and Croft found that teachers' interactions can have considerable impact on the behavior of the principal and thus influence the general atmosphere of the school. The important dimensions of teachers' group behavior identified were disengagement, hindrance, esprit, and intimacy. Disengagement relates to teachers physical as well as psychological distance from each other and from the school as a whole. It is seen as the opposite of cohesiveness. Hindrance relates to responsibilities unrelated to teaching. Esprit relates to the morale and spirit of the teachers, while intimacy relates to the sharing of confidences among teachers, including those relating to their private lives.

From the work of Halpin and Croft, four climate prototypes are identified: open climate, engaged climate, disengaged climate, and closed climate. Open climate is characterized by cooperation and respect within the faculty and between the faculty and principal. The behavior of the principal and the faculty is characterized as open and authentic. In the engaged climate, the professional performance of teachers is high while the principal's attempts to control are ineffective. Teachers are productive professionals in spite of weak principal leadership. In the disengaged climate, the principal is characterized as supportive, concerned, flexible, facilitating, and open, while the faculty is divisive, intolerant, and uncommitted. In the closed climate, principals are characterized as nonsupportive, inflexible, hindering, and controlling and the faculty is characterized as divisive, intolerant, apathetic, and uncommittee. Silver (1983) suggests that some effects of climate openness seem to be greater innovativeness, and greater job satisfaction.

Thus, research supports the importance of the school climate and interactions between and among the principal and teachers. While not directly identified in this research, the librarian, as a member of a school's faculty, also affects and is affected by the school's climate. The organization of the school and its climate may, indeed, affect interactions which may, in turn, influence the outcome of challenges to materials. The research on the school climate speaks directly to the question of the support of the principal and/or teachers in challenges. It suggests that the school climate will influence the outcome of challenges, based in part on the day-to-day interactions of faculty, including the librarian, in the school.

School Size

Pope (1974) found that regardless of the type of library studied, i.e., school, public, academic,

that librarians serving at larger institutions with larger user groups were less restrictive. He found this relationship to be particularly strong for school libraries. Further, an inverse relationship was observed between degree of restrictedness and school level, i.e., librarians in high schools were less restrictive than those in elementary schools. Pope concludes that, in general, librarians serving larger groups are less restrictive than librarians serving smaller groups. This suggests that there may be a positive relationship between the size of the school student population and the retention of challenged school library material.

IV.Community Environment

The area of community environment includes the influence of information media, community factors, and communications research.

Library and intellectual freedom research relating to the effect of information media on outcomes of challenges is not extensive enough for generalization, but points us in the direction of the larger area of communications for guidance. It is known that the majority of challenges to school library materials take place internally, and are decided internally as well. This means that members of the general community never know that a challenge has occurred. However, the question of the effects of the outcome when the challenge reaches the public and is reported in the local public information media, has been raised, if not answered, in intellectual freedom studies.

Following a summary of relevant intellectual freedom research on influence of local media and community size and environment in librarianship, a brief review will focus on a review of the research on general communications, how individuals process information, effects of mass communications, and public opinion research. Compilation sources which analyze and summarize mass communications research rather than primary sources themselves will be used.

Information Media Influence Suggested by Research in Librarianship

Reports of recent years including Limiting What Students Shall Read (1981), and Wisconsin Department of Public Instruction (1980, 1981a, 1981b) have found that few challenges receive coverage

by local public information media (15% reported in both reports). However, Fiske (1959) found examples of the power of the press in influencing outcomes to challenges. She suggested the hypothesis that press support of school district selection policies could be influential in defeating challenges to materials. Her findings suggest that the information media may be a factor in determining the outcome of a challenge when knowledge of the challenge is known.

Community Factors

Community factors is a broad term which encompasses the overall community environment, size, and influence of the school board. Fiske (1959) and England (1974) examined the environment in their studies. Fiske (1959) found agreement among school administrators, school librarians, and public librarians of the role of policy-making units such as school boards and voluntary organizations in helping to create the community/school environment. England (1974) found the public librarian's perception of views of others in the community environment to be positively related to the librarian's precensorship activities. Thus, the community environment is suggested as a possible factor which influences the outcome of challenged materials.

Busha (1972) found community size to relate positively to the public librarian's intolerance of censorship, i.e., as community size increased, attitudes of librarians were found to be less tolerant of censorship. This suggests that librarians in larger communities may be more likely to be active in their support for intellectual freedom and retaining challenged materials. One of the causal factors may be the presence of other librarians in the community who are supportive. Support of others may have an effect on school librarians' willingness to speak out. Similar findings regarding the size of the school were reported by Pope (1974) and are discussed in the section, "School Environment".

General Communications Research

General communications research will be discussed as summarized by Schramm and Roberts (1971). A review of general communications research can be expected to include Shannon's model of communication. Simply put, in the model, the stimulus occurs, the sender sends the message; the message is received and decoded and is responded to (Schramm, 1971, p. 23). According to Roberts (1971), over several decades, the basic S-R (stimulus-response) model of communication has changed. Among these changes is the recognition of a variety of different variables which intervene between the

message and the response. These variables include personality, social relationships, social and cultural background, past experience, needs, and motives. What is important in communications, according to Roberts, is not direct overt behavior that might be observed, but that communications tend to

influence the way a receiver organizes his\her image of the environment, and it is that organization that influences the receiver's behavior.

Individuals are said to interpret information in order to organize or structure their world, and in order to facilitate interaction with the environment. According to Roberts (1971), it can then be reasonably understood that communicators who seek a specific response seek to influence the redefinition of the receiver's image through messages. Thus, communications can be viewed as the attempts of communicators to structure aspects of the environment for receivers by creating certain associations.

By adulthood, it can be said that each person generally has organized a relatively stable "image of reality" (Roberts, 1971, p. 368). It is from this reality that information is processed As such, the adult is more open to messages which maintain the image rather than those requiring a redefinition of the stable reality image.

Roberts (1971, pp. 369-371), documents the following generalizations based on the research:

- We are more open to messages that seem to maintain or reinforce our beliefs and values.

- We tend to resist messages that are in conflict with the value dimensions of our image of reality.

- Messages that in some way facilitate the pursuit of goals that we value will be more easily accepted than those that do not.

- Since we basically process information in order to structure our social and physical environments, as we perceive changes in the environment, we are more open to incoming messages.

- Each preceding generalization is mediated by the nature of the communications situation.

Factors such as the source of the message, the medium conveying the methods, dynamics of others in the audience, the setting and activities engaged in before receiving the message, can exert a strong influence on how a message is interpreted and what effect it will have. These factors cause different aspects of an individual's reality image to activate different needs, to emphasize different values, and to recall different reference groups, roles, and expectations. Thus, any given communication contributes to effects depending on how the communication interacts with other information in the situation and with what the receiver brings to the message. The message is seldom, if ever, the sole cause of any effect.

Effects of Communication

The research on effects of communication will be discussed as summarized by Rivers, Schramm, and Christians (1980), and Price and Roberts (1987). Rivers, Schramm, and Christians note the basic similarities between the processes of mass communication and interpersonal communication. They note that the more that scholars investigated the effect of the media, the more they found that the same resistances applied there as in person-to-person communication. The functioning of interpersonal channels of information side by side with mass media channels exert much of the influence on society. Rivers, Schramm, and Christians likened the effect of mass media to that of a great river, rather than a tidal wave — in which layers of information were continually deposited for one's knowledge base.

Price and Roberts (1987) expand the communications research review in a discussion of public opinion processes. It is noted that interpersonal relations' strong influence on individual opinions has acquired nearly axiomatic status in empirical research on mass communication and public opinion (Price and Roberts, 1987, p.795). In terms of group relations in a social issue, the major effect of communication is seen, in part, as being a clear perception in people's minds regarding agreement and disagreement.

Other research findings in Price and Roberts (1987, pp. 797, 798, 808) relevant to this discussion of communications research include the following:

- People often understand an issue in terms of their loyalties to one or another camp of opinion.

-People do not necessarily conform to perceived group norms, but it is their perception of group opinion that helps them understand public communication and guide them in making their own decisions.

-Interpersonal discussion overtime tends to increase accuracy more than agreement. They don't end up seeing eye to eye after debating it, but they have a better understanding of how people think.

- In an interpersonal encounter people react to one another as unique individuals. In noninterpersonal situations (such as hearings), people respond to others more in terms of stereotypical social roles.

- Although the media may not be successful in telling people what to think, they are nevertheless "stunningly" successful in telling people what to think about. Thus, audience perceptions of the importance of various public issues, then, can be a function of the emphasis given those issues by the mass media. Price and Roberts (1987) cite research in recent years as providing convincing evidence of the effect of media on issue importance.

Thus, the community environment can be viewed as having an effect on the outcome to challenges.

V. Initiator

The question of who challenges the material and the effect on the outcome is dealt with by Fiske (1959), as well as reports of Woodworth (1976), Wisconsin Department of Public Instruction (1980, 1981a, 1981b), and Jenkinson (1985). Fiske (1959) found that books complained about by users were less likely to be removed compared to those questioned by the librarians themselves. Woodworth (1976) found that schools showed a tendency to resist censorship attempts from outside the system and acquiesce to similar efforts inside the system. However, censorship attempts by teachers were less effective when resisted by both the librarian and administrator. Wisconsin Department of Public Instruction (1980, 1981a, 1981b) study found that the selection policy was less

likely to be followed when an administrator, teacher or school board member questioned materials, but that when organized groups, parents, or students challenged materials, the policy was more often followed. In Jenkinson's survey (1985) of school and public librarians in Manitoba, Canada, frequency data indicated that complaints initiated by administrators, library staff, and students were far more likely to be removed than those questioned by others, including parents.

Thus, the factor, initiator, suggests that the outcome to a challenge may be influenced by who initiates the challenge request.

Summary and Conceptual Model of Factors Influencing the Outcome of Challenges to Library Materials in School Settings

In summary, the intellectual freedom research studies and related studies in educational administration, behavioral science, and communications, suggest five factors as possible influences of outcomes to challenges to K-12 library materials. Those factors are:

- the existence of a materials selection policy and the degree of its use when material is challenged;

- selected personal and professional characteristics of the school librarian;

- the school environment, including the influence and power of the school principal (either real or perceived);

- community environment, including the influence of local information media in bringing challenge issues to the attention of the area community and seeking to influence school decisions by expressing opinions in editorials or other ways;

- the question of who challenges the material as a determinant of the decision, including whether challenges are internal (for example, principal, teachers, librarians) or external (for example, parents).

Research outside library literature supports and expands the variables suggested above which relate to the influence and power of the school principal, characteristics of the librarian, and influence of the local information media. Educational administration research demonstrates that schools fit the definition of bureaucracies. Within that bureaucracy (the school), by position\hierarchy, there are authority figures such as school principals who direct the school, and subordinates, who include librarian faculty members. Educational administration research compilations document the importance of the leadership style of the administrator, noting that the type of power used by authority figures influences the response of subordinates. When a challenge occurs, subordinates already have an orientation toward authorities which will influence their response to directives of the principal. Further, educational administration research documents the formal organizational structures operating within the school, the informal organizational structures operating within the school, and the resulting support system, as well as relationships between supervisors and subordinates.

Behavioral science research provides further insights into supervisor\subordinate relations as well as the influence of one's personality and background on one's actions in confrontations. Personality of individuals plays a role in authority and power at the level of both school principal and librarian. Personality and society (including cultural differences) affect whether we favor or fear power. It can be suggested that the actions that are played out in challenges to materials are a reflection of our insecurities or securities, unconscious impulses, even childhood experiences. Thus, responses to situations such as challenges will vary, and can be dependent on actions of those viewed as important to the librarian, especially the principal, and secondarily, teachers. Where the principal exhibits a strong viewpoint in whatever direction, the librarian who dissents is required to also have strengths, among them self-confidence and self-control.

It is important for librarians to note Doob's behavioral science research summary about a confrontation, which can be viewed in terms of challenges at the moment the challenge is presented, or the time(s) the challenge is discussed for decision-making. Dobb suggests that the tactics employed by participants in a confrontation may influence the eventual outcome. He suggests the likelihood that the perceived power and authority of participants at the moment of the confrontation will likely have a profound effect on the roles and tactics used.

Finally, communications research suggests the influence of the social\community framework in which the challenge occurs and gets communicated outside the school. Communications research

substantiates the importance of support systems in helping central characters hold to their own beliefs against opposing viewpoints, even when those viewpoints appear to be in the majority. Support systems may thus be of value to librarians, whether the systems are provided within the school, or outside the school. Communications research further provides information useful on the implications

of the formal vs. informal initial discussion of the challenge between the challenger and the principal and\or librarian. Communications research suggests that in interpersonal encounters, people react to each other as unique individuals, whereas in noninterpersonal situations such as hearings, they respond to others more in terms of stereotypical social roles.

The communications research suggests reasons for some of the inability of school officials to communicate with persons challenging library materials. According to the research noted earlier, their evaluation of material will be selectively based on how it fits their ideal reality, and suggests reasons why communication between school personnel and challengers appears to be at such odds. What seems to be so emotionally based may, in fact, be the result, in part of different ideal realities.

This review of the research suggests that the primary variables influencing whether library materials in school settings are retained, restricted, or removed are very complex, and may well center around the school librarian and the principal, and the leadership or lack thereof that either or both exert throughout the process. For purposes of this discussion, hypotheses will be suggested in terms of positive outcomes, i.e., those relating to the retention of materials. The review of research literature suggests the following tentative hypotheses associated with positive outcome:

District selection policy

a. existence
b. use during a challenge process

Librarian's Characteristics

a. high level of formal training
b. age
c. minimal sense of pressure
d. high sense of self-esteem

School environment

a. positive school climate
b. support of the school principal during challenge
c. support librarian receives during challenge
d. size of school (i.e., larger schools)

Community environment

a. information media support
b. size of overall community (i.e., larger communities)
c. support outside school

Initiator of challenge

a. parents
b. school board members
c. those generally outside school environment

The conceptual model as shown in figure 1-2, builds upon the basic model shown in figure 1-1. In the figure 1-2 model, the path focuses on the variables suggested earlier in tentative hypotheses and determines whether challenged material is retained, restricted, or removed.

The tentative hypotheses suggested in the review of the literature and the suggested conceptual framework were partially tested in a statewide exploratory study of Wisconsin's public middle, junior, and senior high school libraries conducted in spring, 1988 (Hopkins, School Library Media Quarterly, 1990). The study looked at all challenges to library materials during the time September, 1985 - Spring, 1988, while the national study looked at the most recent challenge occurring during the period of the study. The Wisconsin study had an 88% response rate (534 usable surveys out of 606 distributed). Among the findings were the following:

95% or 506 respondents reported having a school-board approved district level materials selection policy;

4% or 19 felt definitely under pressure; 68% or 356 respondents felt that they were under minimal pressure in the selection of library materials; 29% or 152 felt under no pressure;

One in four respondents, i.e., 26% or 138, reported oral or written complaints between September 1985 and spring 1988;

64% or 120 of 187 complaints resulted in challenged material being retained on open shelves; 15% or 28 complaints resulted in challenged materials being restricted; 3% or 6 complaints results in challenged material being transferred; 18% or 33 complaints results resulted in the removal of challenged material.

In terms of the conceptual framework, the Wisconsin study focused on the following areas: district materials selection policy; characteristics of the librarian, including educational level and sense of pressure; school environment, including the role of the principal and the role of teachers; initiator of the challenge; and support for retention and\or removal either inside the district or outside the district.

The results of the Wisconsin study generally supported the conceptual model in Figure 1 - 2 in those areas in which the questionnaire focused. In the area of policy, districts with policies approved between 3-10 years previously had statistically significant higher retention rates than those districts with policies never approved, newly approved, or approved more than eleven years previously. Where policies were not used al all during the challenge, the retention rate was significantly lower and the removal rate was higher than when policies were used fully or partially.

In terms of characteristics of the librarian, school librarians reporting a definite sense of pressure, although few in number, also reported greater removal rates and lower retention rates than those reporting less or no sense of pressure. In terms of highest educational attainments, those with master's degrees or above were significantly more likely to report that challenged material was retained than those with bachelor's or post bachelors's study. Similarly, those with master's degrees or above were less likely to report that material had been removed.

In terms of the principal, the role of the principal as viewed by the librarian definitely affected the outcome to challenges. When principals were viewed as supporting of the librarian, challenged material was significantly more likely to be retained. Where the principal was viewed as questioning the appropriateness of the challenged material, it was significantly less likely that challenged material would be retained.

In terms of teachers, where teachers were viewed as being openly or quietly supportive of the librarian, there was a significantly greater likelihood that challenged material would be retained.

The initiator of the challenge was significant in the Wisconsin study. Challenges initiated by school board members and parents were more likely to result in the retention of materials than those initiated by others.

In terms of outside support during a challenge, it was found that those using the intellectual freedom services of the Cooperative Children's Book Center, University of Wisconsin - Madison, had significantly higher rates of retention and significantly lower rates of removal than those that did not.

Support was found for the importance of the district selection policy and its use; librarian's characteristics including level of education and sense of pressure; school environment including importance of the principal's support; community environment including support for the librarian outside the school district; and initiator of the challenge including the difference in retention that it made when school faculty and administrators challenged materials compared to parents and school board members.

Because results of the Wisconsin study were not generalizable in states outside Wisconsin, and because the study did not focus on psychological factors which might influence the school librarian's response to challenges such as self-esteem, funding for a national-level exploratory study was sought and received from the Department of Education under the Higher Education Act Title II B, Library Research and Demonstration. The focus of the remainder of the report is, therefore, on the national study.

CHAPTER TWO

METHODOLOGY, OPERATIONAL DEFINITIONS, AND MEASURES OF VARIABLES

Methodology

A primary question in addressing the exploratory study was how to identify secondary public schools that had experienced challenges to school library materials within the three (3) year period selected for study. To reach a sample of those having experienced challenges, the study was conducted in two phases. Phase 1 involved the establishment of a sample of the total population for the purpose of identifying schools with challenges. Phase 2 involved the study of the secondary public schools through the school librarian to get information about challenges to school library materials.

Population and Sampling

The population of interest in this study consisted of a sample of all school librarians in the secondary public schools in the United States who reported challenges to school library materials occurring in any or all of the school years 1986-87, 1987-88, 1988-89. The original sample from which these schools were produced came from the "Common Core of Data Public School Universe," 1987-88, which listed the names and addresses of public schools at K-12 levels throughout the U.S. Of these, 34,644 fit the targeted population, i.e., schools reporting grades 7 and above. This listing was obtained from the National Center for Education Statistics (NCES).

For the original sample, a proportionate, stratified random sample of schools with grades 7 or higher was selected. See table 2-1 for regional breakdown.

Table 2-1

Population and Sample by Region

Region	Population	Sample
Northeast	5299 (15.3% of total)	1013 (15.3% of total sample; 19.1 % of North East region selected)
South	11496 (33.2%)	2195 (33.2% of total sample; 19.1% of South region selected)
North Central	10999 (31.8%)	2101 (31.8% of total sample; 19.1% of North Central region selected)
West	6798 (19.6%)	1298 (19.6% of total sample; 19.1% of West region selected)
Total	34592	6607
Washington, D.C.	52 (.2%)	10 (.2% of total sample; 19.2% of Washington, D.C. selected)
Total	34644 (100.1%)	6617

Note: Percentages found in tables throughout the report have been rounded off and may not all equal 100%.

For each state, samples were drawn representing seven community sizes as defined by the U.S. Bureau of the Census. (See appendix A for population and sample for each state. See appendix B for a list of the seven community sizes). The community sizes ranged from "large central city," with a population greater than or equal to 6,000 persons per square mile, to "rural," with a population less than 2500 and defined as rural by the U.S. Bureau of the Census. See table 2-2. In all, 6617 schools comprised the initial sample in phase 1.

Table 2-2

Population and Sample by Community

Stratum	Population	Sample Size	% of Population
Large Central City	2730 (7.9% total)	524 (7.9% total sample)	19.2%
Mid-Size Central City	3544 (10.2%)	680 (10.3%)	19.2%
Urban Fringe, Large City	3890 (11.2%)	743 (11.2%)	19.1%
Urban Fringe, Mid-Size City	2823 (8.2%)	535 (8.1%)	19%
Large Town	594 (1.7%)	113 (1.7%)	19%
Small Town	8543 (24.7%)	1635 (24.7%)	19%
Rural	12520 (36.1%)	2387 (36.1%)	19%
Total	34,644 (100%)	6617 (100%)	19.1%

Of the original 6617 schools selected for the sample, 6557 were used, for the remainder were undeliverable, duplicates or ineligible (special schools, closed, etc.). A response rate of 72% was obtained, i.e., 4736 of the 6557 questionnaires sent to eligible addresses were completed and returned.

A one page questionnaire was directed to "library media specialist" at each school in the sample and mailed in November, 1989. See appendix C. Among the questions was the following: "How many complaints regarding library media materials in this school have there been in 1986-87,

1987-88, 1988-89?" There were 2964 responses or 64.1% reported no complaints, while 1661 or 35.9% reported one or more complaints. The 1661 who reported one or more complaints to material received a follow-up eight page questionnaire in spring, 1990. See appendix D. This questionnaire focused on challenges occurring in the years since September, 1987, and would thus include school years 1987-88, 1988-89, and 1989-90. In addition to the original questionnaire, three follow-ups were sent. The response rate was 70%, as 1171 of the 1661 questionnaires were completed and returned.

The second questionnaire was divided into four main parts. Section A focused on background and provided information about the school and the school district, as well as background information about the librarian, such as age, years of experience, and education. Section B focused on school library materials selection and complaints, seeking to learn about any materials selection policies, librarian's feeling of pressure in material selection, and whether there had been oral or written complaints regarding library materials in the school since September, 1987. Section C focused on the most recent resolved complaint to library materials occurring after September, 1987. A resolved complaint was defined as one in which a decision had been reached about the presence and\or appropriateness of challenged library material. Section D of the questionnaire focused on perspectives of the librarian, reflecting on the librarian's professional experience, and of the school, community, and national environments.

A four member panel of experts representing broad intellectual freedom perspectives from the U.S. and Canada participated in the questionnaire design and overall research design. One member of the panel of experts also participated in the field-testing of the questionnaire. As a group, they represented intellectual freedom research interests covering school, public, and academic libraries. Throughout the study, a research consultant commented as consulted, including comments on the data analysis plan and development.

The questionnaire was field-tested in several ways. Graduate level students in two classes in the School of Library and Information Studies, University of Wisconsin-Madison, answered and critiqued an early draft of the questionnaire. At the same time, ten graduate level students from North Carolina Central University's School of Library and Information Sciences completed and critiqued a similar draft. After changes to the questionnaire were made, a dozen building level public and private secondary level school librarians in southern Wisconsin answered and critiqued the questionnaire. Finally, fifty secondary level school librarians throughout the U.S. who were not part

of the original sample were randomly selected to respond to the questionnaire draft. In addition, approximately fifty school librarians and district level library supervisors who were recommended by state level supervisors in thirteen states in the United States were asked to comment on the questionnaire. The questionnaire was revised following these pretests.

While phase 1 asked respondents about school years 1986-87, 1987-88, and 1988-89, phase 2 asked respondents about the years beginning with September, 1987. Although 322 respondents to the phase 1 questionnaire indicated one or more complaints occurring only in 1986-87, the investigation was intended to focus on a three year period. By the time the second questionnaire was sent, the 1989-90 school year was almost over. Since the focus was on the most recent challenge, the beginning period of concentration was September, 1987, although all 1661 respondents who indicated challenges received the second questionnaire. See Table 2-3.

Table 2-3

Responses to Phase 2 by Community

Stratum	Sample Size	Number\% Usable
Large Central City	78	52 (66.7%)
Mid-Size City	179	127 (70.95%)
Urban Fringe of Large City	177	131 (74.01%)
Urban Fringe of Mid-Size City	151	110 (72.84%)
Large Town	39	27 (69.23%)
Small Town	436	308 (70.64%)
Rural	601	416 (59.22%)
Total	1661	1171 (70.5%)

Of the 1171 respondents to the phase 2 questionnaire, 739 or 63.1%, indicated that they experienced challenges during the period under investigation. Of the 739 indicating challenges, 8.7% or sixty-four (64) respondents indicated that there was no full-time or part-time librarian serving the school receiving the questionnaire. To determine if there were differences in the sample of respondents who were not certified librarians, T-tests were performed on a full range of study variables. These tests failed to find significance. All 739 respondents were included in the report.

Two definitions were provided in the questionnaires developed for the study. They were for "oral complaint" and "written complaint," and were based on definitions adopted by the Intellectual Freedom Committee of the American Library Association in 1987. An oral complaint was defined as an oral challenge relating to the presence and\or appropriateness of material in the library media center. A written complaint was defined as a formal, written challenge filed with the school or library media center relating to the presence and\or appropriateness of material in the library media center.

The report itself uses the terms school librarian or librarian, and school library or library. Where the actual questionnaire is cited, the terms library media specialist and library media center are used, for these terms were used in the survey itself, for these are the terms used most often among school librarians. The term library media specialist, as used in this report, is synonymous with school librarian. The term library media center is synonymous with school library.

Dependent Variables

The study focuses on three dependent variables relating to outcome. Outcome is defined as the resolution of a challenge about the appropriateness of school library material(s). Outcome in the study was examined in terms of whether challenged material was retained, restricted, or removed. In retention material that is thought to be appropriate for the school library remains on open shelves and is readily accessible to users of the library. In restriction, material that is thought to be suitable for some students in school but questionable for others is given limited access, such as placement on a restricted shelf for access only through the librarian or other authority figure. In removal, material that is thought to be inappropriate for the school and its students is taken out of the school library altogether.

Data Analysis

The data analyses are reported in several ways. In Phases 1 and 2, general frequency and percentage information are provided, followed by chi square analyses or analyses of variance, as appropriate. For Phase 2, standardized residuals were used in the chi square analyses to determine those cells lending to overall significance. Standardized residuals represent the observed cell count minus the number expected in that cell based upon the actual totals for the columns and rows, standardized to a standard deviation of 1. For those analyses of variance that are significant, Scheffe' intervals were calculated to determine the levels of the independent variable contributing to the overall significance. Finally, a series of logit regressions were performed on Phase 2 data. The regression was used to identify the significance of factors and individual questions in explaining outcome.

The analysis of Section D of the Phase 2 questionnaire, "Perspectives of Library Media Specialists," was also examined using several statistical procedures. These included principal components analysis, t-tests, correlation and reliability tests (Cronbach's Alpha).

CHAPTER 3

PHASE 1 DISCUSSION

Introduction

General findings from phase 1 of the study are reported in Chapter 3. Chapter 3 is based on an article published by the author in 1991 (Hopkins, Journal of Youth Services in Libraries, 1991). Phase 1 was the identification of schools which experienced complaints during the school years 1986-87, 1878-88, and 1988-89. Those schools which were so identified were then sent the phase 2 intellectual freedom questionnaire described in Chapters 4 and 5. In phase 1, a one page questionnaire was distributed to a sample of secondary school librarians in the United States. See appendix C. A proportionate, stratified random sample of school with grades 7 or higher was selected as the sample. In all, 6617 comprised the initial sample. This is more fully discussed in Chapter 2: Methodology, Operational Definitions, and Measures of Variables.

Of the original 6617 samples, 6557 were used, for the remaining addresses were undeliverable, duplicates, or ineligible (special schools, schools closed, etc.) The response rate was 72%, for 4736 of the 6557 eligible addresses were completed and returned. In addition to the original questionnaire, two follow-ups were sent.

The one page questionnaire was mailed in November, 1989 to each school in the sample addressed to "library media specialist." See appendix C for a copy of the questionnaire. Where schools included grade 4 or lower (such as K-8 schools), a notice was placed in the mailing asking the respondent to answer only in terms of grades 5 and above.

The questionnaire focused on four concerns: whether or not a school board-approved materials selection policy existed, the number of librarians working in the school, whether librarians felt under pressure in the selection of materials, and whether complaints about library materials occurred during 1986-89.

Questionnaire items consisted of eight (8) questions and included:

- What is the approximate total number of students enrolled in your school district?

- In what type of school do you spend most of your working time?

- What is the total student enrollment in this school?

- Is there a library media center in this school?

- How many certified full-time and part-time library media\audiovisual specialists work in this school?

- Is there a school board approved district selection policy for library media materials?

- Some school library media specialists operate with considerable freedom. Others feel under pressure. Not considering budget or curriculum restraints, to what extent do you feel under pressure from others in the selection of library media materials?

- How many complaints regarding library media materials in this school there been in 1986-87, 1987-88, and 1988-89?

General Findings

The findings of the study will provide a general overview of responses and summarize responses in the following areas: type of school, school enrollments, presence of school library, professional staffing, materials selection policy, region of country, complaints, pressure, and type of community.

The schools represented in the study were K-8, middle\junior high schools, high schools, and other. The majority or 65.8% of respondents were middle\junior or high school library media specialists. Six hundred forty-four (644) or 13.6% of the respondents were from K-8 schools; 1421 or 30% of the respondents were from middle or junior high schools; 1694 or 35.8% of the respondents were from high schools, and 975 or 20.6% of respondents were other. See Table 3-1.

Table 3-1

Type of School

School	Frequency	% of Study Respondents
K-8	644	13.6%
Middle\JH	1421	30%
High School	1694	35.8%
Other	975	20.6%
Total	4734	100%

Enrollments in the schools varied, with 43% of responses indicating enrollments below 500, and 81% reporting enrollments below 1000. Enrollment designations follow categories established by the National Center for Educational Statistics and used also by Miller and Shontz in their national surveys. See table 3-2.

Table 3-2

Enrollments of Schools

Enrollment	Frequency	Percentage
0-299	958	20.6%
300-499	1026	22.1%
500-699	947	20.4%
700-999	816	17.6%
1000-1499	598	12.9%
1500-1999	170	3.7%
2000+	125	2.7%
Total	4640	100%

Of 4688 responses, 4,564 or 97.4% reported having a school library. The great majority of respondents reported one librarian in each library. See table 3-3 .

Table 3-3

Full or Part-Time Librarians

Number	Frequency	Percent of Total
0	412	8.7%
1	3564	75.55%
2	627	13.3%
3 or more	116	2.5%
Total	4719	100%

The majority of respondents reported having a board approved materials selection policy. Three thousand four hundred twenty two (3422) or 73.1% said yes, while 1260 or 26.9%, or about one in four reported no policy or being unaware of the existence of a policy.

When one takes a closer look at policy, some differences can be noted according to professional staff and type of school. Respondents reporting no full or part-time librarians were far more likely to report no materials selection policy than those with professional staff. Where no school librarians were noted, only 39.3% reported having a materials selection policy. When one librarian was reported, 73.7% reported having a materials selection policy. Where librarians numbered two or more, 85% reported having a materials selection policy. Thus, libraries with two or more librarians were more likely to have materials selection policies than those with no librarian or one librarian. The variation in the proportions of schools reporting a selection policy was found to be statistically significant between the groups. See Table 3-4.

Table 3-4

Staff and Selection Policy

Policies	0 Librarians	1 Librarian	2+ Librarians	Total
Policy	117	2596	626	3339
	39.3%	73.7%	85.2%	
No Policy	181	925	109	1215
	60.7%	26.3%	14.8%	
Total	298	3521	735	4554
	100%	100%	100%	

$x^2(3, N = 4554) = 229.77, p<.05.$

When looking at type of school, K-8 schools were more likely to report not having policies than any other type. The variation in types of schools and existence or nonexistence of policies showed statistical significance. See table 3-5.

Table 3-5

Policy and Type of School

Policies	K-8	Middle\JH	Senior High	Other
Policy	362	1059	1314	686
	57.2%	75.6%	78.3%	70.9%
No Policy	271	341	365	282
	42.8%	24.4%	21.7%	29.1%

x^2 (3, N = 4680) = 111.30, $p<.05$.

In answer to the question, "How many complaints regarding library media materials in this school have there been in 1986-87, 1987-88, or 1988-89?" 2,964 or 64.1% reported no complaints, while 35.9% or 1661 reported one or more complaints. Of those reporting complaints, more than half reported one complaint and almost 75% reported one or two complaints. See table 3-6.

Table 3-6

How Many Complaints?

Number Reported	Frequency	Percentage
1	861	51.8%
2	347	20.9% (73.7%)
3	176	10.6% (83.3%)
4	93	5.6% (88.9%)
5	55	3.3% (92.2%)
6 or more	129	7.8% (100%)

In terms of region of the country, in all regions, the majority of respondents reported no challenges in the period studied, 1986-1988 (see appendix E for a listing of states in each region). A comparison by region follows in table 3-7 .

Table 3-7

Challenge According to Region

Region	No Challenges Reported	Challenges Reported	Total Sample
Northeast	489 (71.4%)	196 (28.6%)	685 (100%)
South	926 (61.1%)	590 (38.9%)	1516 (100%)
North Central	1039 (66.1%)	534 (33.9%)	1573 (100%)
West	510 (59.9%)	341 (40.1%)	851 (100%)
Total	2964 (64.1%)	1661 (35.9%)	4625 (100%)

x^2 (3, N = 4625) = 30.84, $p<.05$.

The region reporting the highest percentage of challenges was the West, followed by the South. The lowest percentage of challenges reported was in the Northeast.

The question, " ... to what extent do you feel under pressure from others in the selection of library media materials?" was asked. The great majority of all respondents indicate feeling under little or no pressure in the selection of materials. Three thousand nine hundred seventy-six (3976) or 84.9% indicated "hardly at all" or "not at all", compared to 709 or 15.1% reporting "very much" (pressure) or "somewhat".

Selected Comparisons of Schools Reporting Challenges and Schools Reporting No Challenges

For phase 1, a selected comparison of schools where no challenges were reported was made with schools in which challenges were reported for the period 1986-89. The comparisons focus

primarily on challenges and the librarian's sense of pressure in the selection of materials. This was felt to be especially important in light of the climate of fear that is suggested concerning environments in which removal of materials occurs.

Type of Community and Challenges

There were differences by type of community in terms of library material challenged. Large central cities reported the lowest incidence of challenges, while urban fringe of mid-size cities, and mid-sized cities reported the highest incidence of challenges. See table 3-8.

Table 3-8

Challenges Reported by Community Type

Community	No Challenges	Challenge(s)	Total
Large Central City	206 (72.5%)	78 (27.5%)	284 (100%)
Mid-Size Central City	283 (61.3%)	179 (38.7%)	462 (100%)
Urban Fringe of Large City	360 (67.2%)	176 (32.8%)	536 (100%)
Urban Fringe of Mid-Size City	233 (60.5%)	152 (39.5%)	385 (100%)
Large Town	55 (58.5%)	39 (41.5%)	94 (100%)
Small Town	762 (63.6%)	436 (36.4%)	1198 (100%)
Rural	1065 (63.9%)	601 (36.1%)	1666 (100%)
Total	2964 (64.1%)	1661 (35.9%)	4625 (100%)

x^2 (6, N = 4625) = 16.16, $p<.05$.

Existence of a Board Approved Policy and Challenges

The existence of a board approved policy was examined in relation to reported challenges. Two thousand ninety (2090) or 71.26% of those reporting no challenges indicated that they had a board approved policy. This compared to 1281 or 77.9% of those reporting challenges who indicated having a board approved policy. When overall significance was tested using a chi square, significance at the $p < .05$ level was found. Thus, school librarians who experienced one or more challenges were somewhat more likely to have board approved policies than those without challenges. This finding was also found in the national study, Limiting What Students Shall Read (1981). The national study found that although the percentage of challenges was higher for those reporting selection policies, material was more likely to be retained when compared to those experiencing challenges without selection policies.

Perception of Pressure and Challenges

The perception of pressure was examined in relation to reported challenges. The number of respondents reporting the perception of pressure varied between those reporting challenges to library materials and those who did not report challenges. While most librarians felt under little pressure, librarians who have experienced challenges were twice as likely to report feeling under pressure in the selection of materials than those who did not report challenges. See table 3-9.

Table 3-9

Perception of Pressure and Challenges

Category	No Challenge	Challenges
Very Much	40 (1.4%)	39 (2.4%)
Somewhat	293 (10%)	302 (18.3%)
Hardly At All	1205 (41.1%)	772 (46.7%)
Not At All	1394 (47.5%)	539 (32.6%)
Total	2932 (100%)	1652 (100%)

TOTAL: 4584

x^2 (3, N = 4584) = 125.54, p<.05.

The existence of a board approved policy seemed to have no impact on feelings of pressure, however. Five hundred twenty-seven (527) or 15.5% of those who reported having a policy report feel under pressure compared to 178 or 14.3% of those who did not have a policy.

Summary

This chapter has reported the findings of phase 1 of a national intellectual freedom study focusing on a sample of secondary public schools in the United States. The phase 1 responses were used to identify schools which had experienced challenges to materials. Librarians in the school which reported having challenges in the period studied received a more detailed questionnaire in phase 2 of the study. Phase 1 found that most schools sampled had a library, at least one full or part-time librarian, and a school-board approved materials selection or collection development policy. Approximately one in three respondents reported one or more complaints about library materials in 1986-87, 1987-88, and\or 1988-89. Where complaints were reported, there were usually one or two complaints reported in total for the three year period of the study. Schools in the west and south reported the highest percentage of challenges.

Secondary level schools in large central cities reported the lowest incidence of challenges, while urban fringe of mid-size cities, and mid-sized cities reported the highest incidence of challenges. Schools which had experienced one or more challenges were more likely to have board approved policies than those that did not report challenges.

Most librarians reported feeling under little or no pressure in the selection of library materials. However, when challenges to materials occurred, the percentage of librarians who reported feeling under pressure was double that of those who did not report challenges to materials.

In terms of policy, schools with no librarians were the least likely to have board approved policies, while secondary schools with two or more librarians were the most likely to have board approved materials selection policies. K-8 schools were less likely to have board approved policies than middle\junior or senior high schools.

CHAPTER 4

PHASE 2 DESCRIPTIVE INFORMATION

Introduction

General findings from phase 2 of the study are reported in Chapter 4. The focus within this chapter is to highlight by frequency, percentage, and mean, where appropriate, responses to the questionnaire received by 739 persons who indicated challenges to library materials had occurred since September, 1987. The descriptive informative is grouped in the following ways: general findings which include national region and type of community considerations; profile of school librarians; complaints which include a focus on items challenged more than once as well initiator of challenge and outcome information; policy; others involved in the challenge which include the school principal, teacher, and other support.

The report itself uses the terms school librarian or librarian, and school library or library. Where the actual questionnaire is cited, the terms library media specialists and library media center are used, for these terms were used in the survey itself, for these are the terms used most often among school librarians. The term library media specialist, as used in this report, is synonymous with school librarian. The term library media center is synonymous with school library.

General Findings

Responses were categorized by region according to U.S. Bureau of the Census categorizations and those selected by Miller and Shontz in earlier surveys (Miller and Shontz, 1989): Northeast, South, North Central, and West (see appendix E for a listing of states in each region). The highest percentage of respondents was 278 or 37.6% from the south and the lowest percentage of respondents was 86 or 11.6% from the northeast. See table 4-1.

Table 4-1

Phase 2 Sample Response by Region & Challenge Frequency

Region	Frequency	Percent
Northeast	86	11.6%
South	278	37.6%
North Central	223	30.2%
West	152	20.6%
Total	739	100%

When the phase 2 response rate is compared to the original sample in Phase 1 used to identify schools having complaints, and to the percentage of schools in the regions indicating that they had complaints, the response rate for phase 2 of the study compares quite favorably. See tables 4-1 and 4-2.

Table 4-2

Phase 1 Sample Response Rate by Region & Challenge

Region	No Challenges	Challenges	Total Sample
Northeast	489 (16.5%)	196 (11.8%)	685 (14.8%)
South	926 (31.2%)	590 (35.5%)	1516 (32.8%)
North Central	1039 (35.1%)	534 (32.1%)	1573 (34%)
West	510 (17.2%)	341 (20.5%)	851 (18.4%)
Total	2964 (100%)	1661 (99.9%)	4625 (100%)

The types of public schools represented in the study were secondary schools at middle\junior and senior high levels, and some combinations which may have included other grades, such as K-8 schools. The questionnaire responses came from all the seven location designations of the U.S. Bureau of the Census. When the percentage of responses is compared to the overall sample in phase 1 and to the sample with reported challenges which received the second questionnaire in phase 2, the percentages compare favorably. See table 4-3.

Table 4-3

Phases 1 & 2 Compared

Community	Phase 1 Sample Population	Phase 1 Sample Population With Challenges	Phase 2 Sample Response Population With Challenges
Large Central City	284 (6%)	78 (4.7%)	27 (3.7%)
Mid-Size Central City	462 (10%)	179 (10.8%)	79 (10.7%)
Urban Fringe of Large City	536 (11.6%)	176 (10.6%)	84 (11.4%)
Urban Fringe of Mid-Size City	385 (8.3%)	152 (9.2%)	75 (10.1%)
Large Town	94 (2%)	39 (2.3%)	17 (2.3%)
Small Town	1198 (26%)	436 (26.2%)	198 (26.8%)
Rural	1666 (36%)	601 (36.2%)	259 (35%)
Total	4625 (99.9%)	1661 (100%)	739 (100%)

In terms of school level, the majority of responses to the questionnaire came from the target audience of secondary schools. See table 4-4.

Table 4-4

Levels Represented in Phase 2

Value Label	Value	Frequency	Percent
All of K - 8	1.00	59	8.0
Any 5 - 9	2.00	333	45.1
All 7 - 12	3.00	66	8.9
All 9 or 10 - 12	4.00	213	28.8
Other	5.00	68	9.2
	Total	739	100.0

In terms of school size, of the 710 responses, the majority or 59.1%, work in schools of 699 or less. Those with enrollments greater than 1000 represent 19.9% of the responses. See table 4-5.

Table 4-5

Responses by School Enrollment

Enrollment	Frequency	Percentage
1-299	119	16.8%
300-499	158	22.3%
500-699	142	20%
700-999	150	21.1%
1000-1499	93	13.1%
1500-1999	29	4.1%
2000+	19	2.7%
Total	710	100.1%

In terms of district enrollments, all district sizes were represented. Districts of 3000 and less accounted for 51.6% of the responses. Districts with 25,000 students and more accounted for 11.3% of the responses. See table 4-6.

Table 4-6

Responses by District Enrollments

Enrollment	Frequency	Percentage
1-499	82	14.1%
500-999	78	13.4%
1000-2999	158	27.1%
3000-4999	75	12.9%
5000-9999	63	10.8%
10000-24999	61	10.5%
25000-49999	37	6.3%
50000+	29	5%
Total	583	100.1%

In terms of professional staffing, the great majority of the 738 responses reported either full-time or part-time librarians. See table 4-7.

Table 4-7

Professional Staffing in Libraries

Number	Frequency	Percent of Total
0	64	8.7%
1	538	72.9%
2+	136	18.4%
Total	738	100%

Profile of Librarians

A profile of librarians participating in phase 2 who indicated that they had experienced challenges to library materials will focus on professional experience as a teacher and as a librarian; highest level of formal education; accreditation status of the degree granting institution; gender; age; and racial heritage.

In terms of professional experience as classroom teachers, the majority of responses, i.e., 437, showed either no classroom experience or five years or less of classroom experience. Of 693 responses to this question, 218 or 31.5% reported no classroom experience. Two hundred nineteen (219) or 31.6% reported 1-5 years of classroom teaching experience; 106 or 15.4% reported 6-10 years of classroom experience. See table 4-8.

Table 4-8

Classroom Teaching Experience

Years of Teaching	Frequency	Percentage
none	218	31.5%
1-5	219	31.6%
6-10	106	15.4%
11-15	73	10.5%
16-20	41	5.9%
21+	36	5.1%
Total	693	100%

In terms of professional experience as a librarian at the school receiving the questionnaire, most librarians had several years experience. The majority of responses, i.e., 65.3%, indicated employment at the school as librarian for ten years or less. However, the majority of respondents, i.e., 59.6% had eleven years or more total years of experience as a librarian. See table 4-9.

Table 4-9

Years as School Librarian

Total Years	School Frequency (%)*	Total Years Frequency (%)
0-5	281 (38.4%)	99 (18.4%)
6-10	197 (26.9%)	118 (21.9%)
11-15	113 (15.4%)	124 (23%)
16-20	100 (13.7%)	108 (20.1%)
21+	41 (5.6%)	89 (16.5%)
Total	732 (100%)	538 (100%)

*Years at school receiving questionnaire

In summary, in terms of classroom teaching and librarian experience, 31.5% or almost one in three respondents reported no classroom teaching experience, while 31.6% or almost one in three respondents reported between 1-5 years of classroom teaching experience. There was a wide range of experience as a librarian. For example, 18.5% reported five years or less of experience as librarians, while 16.4% reported twenty-one years or more. The majority of librarians or 65.3% reported working in the current school ten years or less, with 38.4% of all respondents reporting having worked at the school five years or less.

In terms of formal education, based on 733 responses, one out of four reported having a bachelors degree or bachelors degree and postbachelors work (24.4%); half reported masters degrees or masters degree and post master's work (55.5%), and almost one in five reported an advanced degree, i.e., Specialist, Ed.D., Ph.D. (17.5%). Thus, the majority of responses or 73% came from persons with at least a master's degree. See table 4-10.

Table 4-10

Formal Education of School Librarians

Education	Frequency (%)
Bachelors	45 (6.1%)
Post Bachelors	134 (18.3%)
Masters	217 (29.6%)
Post Masters	190 (25.9%)
Two Masters	51 (7%)
Specialist	69 (9.4%)
Ph.D.\Ed.D	8 (1.1%)
Other	19 (2.6%)
Total	733 (100%)

For the highest degree earned of 720 responses, 243 or 33.8% indicated the degree was received from an ALA accredited program, while 145 or 20.1% indicated the highest degree was through an National Council for the Accreditation of Teacher Education (NCATE) accredited educational unit. Of the remaining respondents, 279 or 38.7% indicated "other" or "neither of the

above," while 54 or 7.4% indicated that they were unaware of the accreditation status of the institution which granted their highest degree. Thus, one in three respondents received their highest degree from an ALA accredited graduated school, and one in five received their highest degree through NCATE.

Of 736 responses, 641 or 87.1% were female while ninety-five or 12.9% were males. The great majority of respondents was white. See table 4-11.

Table 4-11

Racial Heritage

Race	Frequency (%)
American Indian	4 (.5%)
Asian or Pacific Islander	0 (0%)
African American	19 (2.6%)
Hispanic	5 (.7%)
White	702 (96%)
Other	1 (.1%)
Total	731 (99.9%)

The age of respondents based on 716 responses showed ages ranging from twenty-five (25) to seventy (70) years. The majority of respondents, or 73.3%, were in their forties or fifties, and approximately one respondent in five was thirty-nine or younger. See table 4-12.

Table 4-12

Age of School Librarians

Age	Frequency (%)
25-29	15 (2.1%)
30-39	131 (18.3%)
40-49	338 (47.1%)
50-59	187 (26.2%)
60-69	44 (6.1%)
70	1 (.1%)
Total	716 (99.9%)

Seven hundred thirty-one (731) responses were reported to a question which asked to what extent pressure was felt from others in the selection of library materials. Responses were checked on a scale of 1-6, with 1 representing "no pressure" and 6 representing "extreme pressure." The mean response was 2.048, with 552 or 75.5% of the respondents checking 1 or 2. Thus, the majority of responses reflected little pressure in the selection of library materials. See table 4-13.

Table 4-13

Sense of Pressure

Scale	1 No Pressure	2	3	4	5	6 Extreme Pressure	Total
Frequency	242	310	111	45	16	7	731
Percent	33.1%	42.4%	15.2%	6.2%	2.2%	.96%	100.1%

Where respondents felt any pressure, the sources of the pressure, in order of frequency of selection were the following:

Parents - 282
Principal - 166
Teachers - 157
Conservative Groups - 134
Superintendent - 90
Community members other than Parents - 79
School Board Members - 63

Library media center district coordinator\supervisor - 39

Other - 26

Liberal groups - 8

Thus, where pressure was felt, the greatest frequencies cited were from parents, school principals, teachers, and conservative groups.

Responses showed that librarians responding to the survey had limited classroom teaching experience, but considerable experience as a librarians. The majority reported master's degrees or above and one in three earned their highest professional degree at an ALA accredited school. The librarians were largely white women between the ages of 40 and 59. They reported feeling minimal pressure in the selection of library materials.

Complaints

Respondents were asked if there had been any oral or written complaints regarding library materials in the school receiving the questionnaire since September, 1987. (Note: Librarians employed for less than three years in the school were asked to respond only for the period in which they had been at the school). Of the 1171 total respondents to the questionnaire, 739 or 63% indicated that complaints had occurred during the time of the study. The reader is reminded that the challenge response rate was expected to be high because this questionnaire was sent to the sample which indicated one or more challenges during the period 1986-87, 1987-88, and 1988-89. Of the sample of 1161 from phase 1, (three hundred twenty-two) experienced challenges in 1986-87 only. They were sent the questionnaire, however, in an effort to capture some who may have experienced challenges in the 1989-90 school year after the screening questionnaire was sent.

Of the 739 respondents reporting challenges, 703 responses indicated the number of complaints. The majority or 77.8% reported one or two challenges during the period September 1987-spring, 1990. See Table 4-14.

Table 4-14

How Many Complaints

Number Reported	Frequency	Percent
1	336	47.8%
2	211	30%
3	100	14.2%
4 or more	56	8%
Total	703	100%

Respondents were asked to provide detailed information on the most recent resolved complaint. A "resolved complaint" was defined as one in which a decision has been reached about the presence and\or appropriateness of the challenged library media center material.

The majority of the materials challenged were books. Of these, 236 were nonfiction books, 469 were fiction books. Other materials challenged were magazines, checked ninety (90) times; films\videos, checked thirty (30) items; other checked ten (10) times; av other than films\video was checked seven (7) times; newspapers were checked three (3) times.

Items challenged were examined more closely when the same item was questioned two or more times. The discussion which follows will focus on materials that were challenged more than once, with an emphasis on books. In addition, copyright dates for books challenged more than once were examined. The majority of books challenged more than once were published in the 1970s and 1980s. See table 4-15.

Table 4-15

Copyright Dates of Books Challenged More Than Once

Years	Frequency
1930-1939	1
1940-1949	0
1950-1959	3
1960-1969	4
1970-1979	27
1980-1989	35
Total	70

Most materials were challenged a limited number of times. The frequency for books challenged more than once is shown in table 4-16.

Table 4-16

Books Challenged More Than Once by Frequency

Number of Challenges	Frequency
2-3 challenges	50
4-9 challenges	16
10 or more challenges	4
Total	70

Two videos were challenged more than once. Each was based on a book, but the book itself does not appear on the list of titles challenged more than once. The videos, "Romeo and Juliet" and "1984" were each challenged two times.

Several magazines were challenged more than once. See tables 4-17 and 4-18.

Table 4-17

Magazines Challenged More Than Once

Number of Challenged	Frequency
2-3	11
4-9	5
10 or more	0
Total	16

Table 4-18

Magazines by Title and Challenge Frequency

Magazine	Frequency
Dragon Magazine	2
Glamour	5
Guidepost	2
Health	4
Hot Rod	3
Mad	3
National Geographic	2
Omni	2
Plain Truth	2
Rolling Stone	9
Sassy	2
Seventeen	6
Sports Illustrated	9
Time	2
Trasher	2
Young Miss	2
Total	16

Seven authors had books challenged more than once. The authors are listed by the different number of books that were challenged. Within the author list, books are alphabetical by title.

Blume, Judy (6 titles)

Are You There, God? It's Me, Margaret. Scarsdale, New York: Bradbury Press, 1970. Challenged 5 times.

Blubber. Scarsdale, New York: Bradbury Press, 1974. Challenged three times.

Deenie. Scarsdale, New York: Bradbury Press, 1973. Challenged four times.

Forever. Scarsdale, New York: Bradbury Press, 1975. Challenged 13 times.

Then Again, Maybe I Won't. Scarsdale, New York: Bradbury Press, 1971. Challenged 5 times.

Tiger Eyes. Scarsdale, New York: Bradbury Press, 1981. Challenged two times.

King, Steven (5 titles)

Cujo. New York: Viking Press, 1981. Challenged four times.

Cycle of the Werewolf. New York: New American Library (NAL), 1985. Challenged two times.

The Gunslinger. New York: New American Library (NAL), 1982. Challenged two times.

It. New York: Viking Press, 1986. Challenged two times.

Pet Cemetery. New York: New American Library (NAL), 1984. Challenged two times.

Auel, Jean M. (3 titles)

Clan of the Cave Bear. New York: Crown Publishers, 1980. Challenged 10 times.

The Mammoth Hunters. New York: Crown Publishers, 1985. Challenged 2 times.

The Valley of Horses. New York: Crown Publishers, 1982. Challenged 2 times.

Klein, Norma (3 titles)

The Cheerleader. New York: Knopf, 1985. Challenged 2 times.
Naomi in the Middle. New York: Knopf, 1989. Challenged 2 times.
No More Saturday Nights. New York: Knopf, 1988. CHallenged 2 times.

Mazer, Harry (2 titles)

I Love You, Stupid. New York: Crowell, 1981. Challenged 4 times.
The Last Mission. New York: Delacorte Press, 1979. Challenged 2 times.

Silverstein, Shel (2 titles)

A Light in the Attic. New York: Harper and Row, 1981. Challenged 3 times.
Where the Sidewalk Ends. New York: Harper and Row, 1974. Challenged five times.

Zindel, Paul (2 titles)

I Never Loved Your Mind. New York: Bantam Books, 1972. Challenged 2 times.
My Darling, My Hamburger. New York: Harper and Row, 1969. Challenged 2 times.

Individual book titles challenged four or more times in order of frequency are arranged in two categories, 10 and more; and 4-9 challenges. They are listed below:

10 or more challenges:

Blume, Judy. Forever. Scarsdale, New York: Bradbury Press, 1975. Challenged 13 times.
Go Ask Alice. New York: Avon, 1971. Challenged 10 times.
Cormier, Robert. The Chocolate War. New York: Pantheon Books, 1974. Challenged 10 times.
Auel, Jean M. Clan of the Cave Bear. New York: Crown Publishers. 1980. Challenged 10 times.

4 - 9 challenges:

Branscum, Robbie. The Girl. New York: Harper & Row, 1986. Challenged 8 times.
Childress, Alice. A Hero Ain't Nothing But a Sandwich. New York: Coward, McCann and Geoghegan, 1973. Challenged 7 times.
Steinbeck, John. Of Mice and Men. New York: Modern Library, 1937. Challenged 7 times.
Blume, Judy. Are You There God? It's Me, Margaret. Scarsdale, New York: Bradbury Press, 1970. Challenged 5 times.
Blume, Judy. Then Again, Maybe I Won't. Scarsdale, New York: Bradbury Press, 1971. Challenged 5 times.
Hinton, S.E. The Outsiders. New York: Viking Press, 1967. Challenged 5 times.
King, Stephen. Cujo. New York: Viking Press, 1981. Challenged 4 times.
Silverstein, Shel. Where the Sidewalk Ends. New York: Harper & Row, 1974. Challenged 5 times.
Walker, Alice. The Color Purple. New York: Harcourt Brace Jovanovich, 1982. Challenged 5 times.
Blume, Judy. Deenie. Scarsdale, New York: Bradbury Press, 1973. Challenged 4 times.
Collier, James Lincoln. My Brother Sam is Dead. New York: Four Winds Press, 1974. Challenged 4 times.
Guest, Judith. Ordinary People. New York: Viking Press, 1976. Challenged 4 times.
Mazer, Harry. I Love You, Stupid. New York: Crowell, 1981. Challenged 4 times.
Salinger, J. D. (Jerome David). Catcher in the Rye. Boston: Little, Brown, 1951. Challenged 4 times.
Strasser, Todd. Angel Dust Blues. New York: Coward, McCann, and Geoghegan, 1979. Challenged 4 times.

Respondents were asked how many items were challenged in the most recent resolved complaint. Responses from 700 indicated that 523 or 74.7% involved one item being challenged. Of

those remaining, 99 or 14.14% involved two items; 38 or 5.4% involved three items; 40 or 4.7% involved four or more items.

Form of Challenge

Seven hundred twenty-one (721) responses showed that the great majority of challenges, i.e., 527 or 72.8%, were oral only, while one in four, i.e., 196 or 27.1% were written, or oral as well as written.

Reasons for Complaints

From thirty (30) possible choices, responses to the question of which subjects were focused on showed nine (9) subjects focused on most during the challenge processes. The subjects named in order of frequency follow:

sexuality - 242 times
profanity - 213 times
obscenity - 174 times
morality - 143 times
witchcraft - 90 times
immaturity of students - 77 times
nudity - 77 times
family values - 77 times
other - 77 times
occult - 72 times
violence - 67 times

Respondents were able to check as many subjects as appropriate for the challenge being focused on. Thus, several reasons could have been checked.

In the "other" category, some responses were lists of subjects which were already on the checklist, such as drugs, religion, sex and language. Numerous other subjects appeared infrequently. The list included incest (4 times), mental illness (2 times), slavery (2 times). Other subjects appearing once included Dungeons and Dragons, drawing, cloning, giving students ideas, bias, update, unrealistic situation, peer pressure, our founding fathers, terrorism, mythology, no educational value, cruelty to overweight girl, Islam, attire, AIDS, poem, posters of nude Jewish women used for propaganda in World War II, social studies, health, art history, travel decorating, psychology.

Initiator

Responses reflected the initiator of the challenge. The majority indicated that the challenge being focused on was initiated by parents in 465 or 64% or 2\3 of all complaints. Principals and teachers were said to have initiated almost 20% of the challenges. "Other" specified initiators in order of frequency were: students (33), school administrators other than principal (7), school support staff other than in library (5), community members (5), family of students other than parents (4), library supervisor (3), library support staff (2), librarian (1). See table 4-19.

Table 4-19

Challenge Initiators

Initiator	Frequency (%)
Parents	465 (64.1%)
Teachers	97 (13.4%)
Other	74 (10.2%)
Principal	47 (6.5%)
Conservative Group (s)	18 (2.5%)
Sup't., Sch. Bd., Liberal Group (s)	25 (3.4%)
Total	726 (100.1%)

Basis for Complaint

The basis for the complaint was reported in 673 responses. Five hundred seventy-six (576) or 85.59% indicated that the complaint was based on the material's presence in the library collection; 46 or 6.8% initiated the complaint based on the material's use in the classroom; 51 or 7.6% indicated that the complaint was based on the material's presence in the library as well as its use in the classroom. Thus, the great majority of complaints were based on the material's presence in the library.

Outcome

Complaint outcome is reported in terms of whether material was retained, restricted, or removed. Over half the material questioned was retained on open shelves, yet almost half of the questioned material was removed or restricted. See table 4-20.

Table 4-20

Outcome

Outcome	Frequency (%)
Retained	317 (52.3%)
Restricted	131 (21.6%)
Removed	158 (26.1%)
Total	606 (100%)

Information Media Coverage

Responses indicated the extent to which information media such as newspapers, radio, or television knew of the library material complaint. Responses were checked on a scale of 1-6 with 1 indicating no knowledge and 6 indicating extensive knowledge. The mean response was 1.203. Of 701 responses, 662 or 94.4% indicated that information media had no knowledge of the complaint. Twenty-five or 3.5% selected responses 5 or 6. Thus, information media seldom knew of the occurrence of a complaint.

As a follow-up, respondents who reported information media coverage were asked the extent to which the complaint was reported, and how the media itself reacted to the complaint. On a scale of 1-6, with 1 indicating no coverage and 6 indicating extensive coverage, responses were noted in terms of newspaper, television, and radio coverage. In terms of newspapers, there were thirty-seven (37) responses, with a mean of 4.378. Three responses or 8.1% indicated no coverage and twenty-one (21) or 56.8% of responses selected responses 5 or 6. In terms of television, there were thirty-three (33) responses, with a mean of 1.97. Twenty-one responses (21) or 63.6% indicated no television coverage and four or 12.12% selected responses 5 or 6. In terms of radio, there were thirty-one (31) respondents with a mean of 1.839. Twenty-one (21) responses or 67.7% indicated no radio coverage and two (2) or

6.5% were at scale responses 5 or 6. Thus, where information media coverage occurred, newspapers provided the most coverage.

For each of the three types of information, i.e., newspapers, television, and radio, respondents were asked what the reaction to the complaint was. A scale of 1-6 was used, where 1 indicated support for removal and 6 indicated support for retention. In terms of newspapers, of twenty-seven (27) responses, the mean response rate was 4.037. Three respondents or 11.1% selected responses 1 or 2, while ten or 37% selected responses 5 or 6. In terms of television, of eleven (11) responses, the mean response rate was 4.182. Two (2) responses or 18.18% were at scales of 1 or 2, while six (6) or 22.22% were at scales 5 or 6. In terms of radio, of ten (10) responses, the mean response rate was 3.40. Three (3) responses or 30% selected responses of 1 or 2, and three respondents or 30% selected responses 5 or 6. Thus, where information media coverage occurred, the coverage leaned toward retention.

Policy

Existence of district-wide policy

Of 720 responses, 519 or 72.1% indicated that there was a written, board approved policy for the selection of materials. This compares to 3,422 or 73.1% in the phase 1 population sampled. See table 4-21 for other responses.

Table 4-21

Type of Policy

Type	Frequency	Percent
Informal Understood	95	13.2%
Written, Not Approved	70	9.7%
Written & Approved	519	72.1%
No Policy	36	5%
Total	720	100%

Written School Board Approval Interval

Of 451 responses indicating the year in which written board approved policies were approved, the range in terms of year of approval was 1953-1990. The majority of policies were approved in the 1980s. See table 4-22.

Table 4-22

Policy Approval Intervals

Years	Frequency (%)
1953	1 (.2%)
1960-69	17 (3.8%)
1970-79	123 (27.3%)
1980-89	298 (66.1%)
1990	12 (2.7%)
Total	451 (100.1%)

Use of Policy During the Challenge

Respondents with a policy of any kind (i.e., written and board approved; written but not board approved; or informal) were asked to indicate the extent to which the library materials selection policy was used during the challenge process. Responses could range from a scale of 1-6, with 1 indicating that the policy was not used at all and 6 indicating that the policy was used fully. The mean response to this question was 3.178 with 653 total respondents. Three hundred fifteen (315) responses or 48.2% were at scales of 1 or 2, while 231 or 35.4% responses were at scales or 5 or 6. Thus, even though policies existed, the use of the policies varied considerably during the challenge process, with more than one in three reporting that the policy was not used at all. See table 4-23.

Table 4-23

Use of Policy

Scale	1 not used at all	2	3	4	5	6 used fully	Total
Frequency	241	74	62	45	66	165	653
Percent	37%	11.3%	9.5%	6.9%	10.1%	25.3%	100.1%

Others Involved in Challenge

Principal

Respondents provided their perceptions of the role of the principal during the challenge, based on a scale of 1-6, with 1 indicating that the principal was not supportive and 6 indicating that there was a partnership role during the complaint process. The mean response to this question was 4.512 with 648 respondents. Of these, 18.2% or 118 responses were at scales 1 or 2, while 62.4% or 469 responses were at scales of 5 or 6. See table 4-24.

Table 4-24

Support of Principal

Scale	1 not supportive	2	3	4	5	6 partner-ship role	Total
Frequency	79	39	61	65	100	304	648
Percent	12.2%	6%	9.4%	10%	15.4%	47%	100%

Thus, the principal was generally viewed as supportive during the challenge process.

Teachers

Although almost half of the 692 responses indicated that teachers were unaware of the challenge, those teachers who knew of the challenge were viewed as very supportive to the librarian during the challenge. Three hundred twenty-three (323) or 46.7% of responses indicated that teachers were unaware of the challenge. Of the 369 responses reporting that teachers were aware of the challenge, 295 responses or 79.9% were at scales 5 or 6 while 16 or 4.3% were at scales of either 1 or 2. The mean response rate was 5.173. See table 4-25.

Table 4-25

Support of Teachers

Scale	1 not supportive	2	3	4	5	6 partner-ship role	Total
Frequency	10	6	24	34	91	204	369
Percent	2.7%	1.6%	6.5%	9.2%	24.7%	55.3%	100%

Assistance Sought and Received Within the School or District

Respondents were asked to indicate the extent to which they sought assistance from within the school or district during the time of the challenge process. Responses were based on a scale of 1-6, where 1 indicated that no assistance was sought and 6 indicated that much assistance was sought. Of the 704 responses to this question, 347 or 49.3% showed that no assistance was sought inside the school or district, while 150 or 21% responses were at scales of 5 or 6. The mean response rate for this question was 2.584. See table 4-26.

Table 4-26

Assistance Sought Within District

Scale	1 no assistance sought	2	3	4	5	6 much assistance sought	Total
Frequency	346	64	62	81	66	84	704
Percent	49.3%	9%	8.8%	11.5%	9.4%	11.9%	99.9%

In a follow-up question, respondents were asked to indicate from whom assistance was received within the district regardless of whether assistance was sought or not. Of 702 responses to this question, 217 or 29.4% reported that no assistance was received. For those indicating assistance, the following frequency of responses (respondents could check all that applied) occurred:

Principal - 331
Other - 150
Library media specialists in district - 120
District level library media director - 111
Teachers organization - 28

In a closer examination of the "other" category, teachers were mentioned most. See the following:

teachers - 57 times
reconsideration committee\LMC advisory committee - 23
district administrator - 19 times

other district-level administrators - 11 times
parents - 7 times
assistant principal - 7 times
school counselor - 6 times
myself - 6 times
school board members - 5 times
students - 5 times
library aides - 4 times
school nurse - 3 times
secretaries - 2 times
staff - 2 times
PTA - 1 time

Thus, almost half of the responses showed that no assistance was sought within the district, yet 2\3 of respondents received assistance during the challenge. Where assistance was received, the principal was reported most often as providing assistance.

Assistance Sought and Received Outside the District

Respondents were asked to indicate the extent to which they sought assistance from outside the district during the complaint process. Responses were based on a scale of 1-6, where 1 indicated that no assistance was sought and 6 indicated that much assistance was sought. Of the 715 respondents to this question, 632 or 88.4% showed that no assistance was sought outside the district, while thirty-one (31) or 4.34% showed that quite a bit of assistance was sought (responses selected at 5 on scale). The mean response rate for this question was 1.345. See table 4-27.

Table 4-27

Assistance Sought Outside District

Scale	1 no assistance sought	2	3	4	5	6 much assistance sought	Total
Frequency	632	20	6	26	18	13	715
Percent	88.4%	2.8%	.8%	3.6%	2.5%	1.8%	99.9%

In a follow-up question, respondents were asked to indicate from whom assistance was received outside the district regardless of whether assistance was sought or not. Of 687 responses to this question, 570 or 83% indicated that no assistance was received. For those indicating assistance was received, the following frequency of responses (respondents could check all that applied) occurred:

Library media specialists outside the district - 49
Other - 38
Public library or public library system - 32
State professional library or media association - 29
National organizations - 15
State Dept. of Ed.\Public Instruction - 10
State teachers' organization - 7

The category "other" was examined more closely to determine assistance provided outside the district. The following were listed:

Cooperative Children's Book Center (CCBC) - 6 times[1]
Publishers - 3 times
Intermediate School District - 2 times
American Bar Association - 1 time
Junior Great Books Foundation - 1 time
Other people:
vendor - 1
friend - 1
magazine's editorial assistant - 1

Thus, the great majority of responses showed that no assistance was sought outside the district, and three out of four received no assistance outside the district. Where assistance was received outside the district, it was received most often from school librarians in other districts.

Support for Retention of Material

Respondents were asked to indicate the level of active support for retention of the challenged material. Of the 695 total responses to this question, about one in three or 34.2% or 238 showed that possible supporters had no knowledge of the challenge. This question used a scale of 1-6, with one indicating no support for retention and 6 indicating high level of support for retention. For the remaining 457 respondents to this question, 194 or 42.5% were at scales of either 1 or 2 while 182 or 39.8% were at scales of 5 or 6. The mean response for this question was 3.363. See table 4-28.

[1]The Cooperative Children's Book Center is a review, examination, and research collection of children's and young adult books and related resources available to any adult resident of Wisconsin, and housed at the University of Wisconsin - Madison. In 1977, Ginny Moore Kruse, director of the CCBC, established the Intellectual Freedom Information Services. Since its establishment, hundreds of librarians, teachers, and administrators have been assisted in responding to book challenges all over the state of Wisconsin. For further information, consult "Factors Influencing the Outcome of Library Media Center Challenges at the Secondary Level," by Dianne McAfee Hopkins, School Library Media Quarterly, summer 1990, pages 229-244.

Table 4-28

Support for Retention

Scale	1 no support	2	3	4	5	6 high level of support	Total
Frequency	164	30	42	39	61	121	457
Percent	35.9%	6.6%	9.2%	8.5%	13.4%	26.5%	100.1%

Support for Removal of Material

Respondents were asked to indicate the level of active support for removal of the challenged material. Of the 693 total responses to this question, almost one in three or 32.6% or 226 indicated that possible supporters for removal had no knowledge of the challenge. This question used a scale of 1-6, with one indicating no support for removal and 6 indicating high level of support for removal. For the remaining 467 responses, 303 or 64.9% were at scales of 1 or 2 while 91 or 19.5% were at scales of 5 or 6. The mean response for this question was 2.460. See table 4-29.

Table 4-29

Support for Removal

Scale	1 no support	2	3	4	5	6 high level of support	Total
Frequency	221	82	42	31	32	59	467
Percent	47.3%	17.6%	9%	6.6%	6.9%	12.6%	100%

Summary

When the phase 2 questionnaire responses are examined by frequency, percentage, and mean to provide an overview of responses, initial information is provided. When the region of the country is examined, it can be seen that the percentage distribution of the 739 responses is similar to the overall phase 1 sample percentages of those reporting challenges. Similar findings can be noted when the phase 2 sample responses of 739 are compared to the overall phase 1 sample population and the phase 1 sample population with challenges.

While school enrollment varies, the majority of schools in the study or 59.1% have enrollments of 699 or less. In terms of school district enrollment, districts of 2999 or less accounted for 54.6% of those in the study. The majority or 91.3% of schools report having full or part-time librarians.

The librarians have limited experience as classroom teachers, with 31.5% reporting no classroom teaching and 31.6% reporting five years or less of classroom teaching. Experience as a school librarian is more extensive. The majority, or 59.6% report eleven (11) or more total years of experience as a librarian.

The majority of respondents have a master's degree or above, are largely white women between the ages of 40 and 59, and feel little pressure in the selection of library materials.

Respondents reported on the most recent resolved complaint. In terms of complaints, most responses or 77.8% show that one or two challenges to material occurred between September, 1987 and spring, 1990. The majority of challenges to materials were books. Of books, 2\3 were fiction titles. The majority of books challenged more than once were copyright 1970s or 1980s. Challenged materials subjects about which concerns were expressed were largely in areas of sexuality, profanity, obscenity, and morality. The majority of challenges or 64% were initiated by parents, while almost 20% of challenges were initiated by principals or teachers. The great majority of challenges or 72.8% were oral challenges.

In terms of outcome, slightly over half the challenged library materials were retained (52.3%) and slightly less than half were restricted or removed (47.7%). Information media had no knowledge of the complaint 94.4% of the time. Where coverage of the challenge occurred, it leaned toward a support for retention.

Most responses or 72.1% showed that there was a board approved policy. Most policies had been approved in the 1980s. However, use of the policy during the challenge process varied considerably with 37% of responses indicating the policy was not used at all, and 25.3% of the responses indicating that the policy was used fully.

Support was examined in terms of the provision of support with the school or district, as well as outside the district. The principal was generally viewed as supportive during the challenge, for 47% of responses showed the support of the principal to be that of a partnership role. When teachers were aware of a challenge, 55.3% of responses indicated support at a partnership level.

Responses showed that almost half (49.3%) of respondents sought no assistance inside the school or district. However, 69% received some assistance, with most assistance coming from the principal, other librarians in the district, the district level library media director, and teachers.

Responses showed that the majority of respondents (88.4%) sought no assistance outside the district. Responses showed that 17.1% received some assistance outside the district, with most assistance coming from school librarians outside the district, "other," public library or public library system, and the state professional library or media association.

In terms of support for retention, responses showed that there was no support for retention 34.2% of the time. Similarly, in terms of support for removal, responses showed that there was no support for removal 47.3% of the time.

Responses to the phase 2 questionnaire will be looked at from a statistical standpoint in term of challenge outcome, i.e., retention, restriction, and removal in Chapter 5.

CHAPTER 5
CHALLENGE OUTCOMES

The outcomes of retention, restriction, and removal were closely examined in selected findings to provide some basic information useful in initially addressing the question, "What are the factors which influence the outcome of challenges to materials in middle, junior, and senior high school library media centers?" The number of responses reported in this section will be lower than those reported in Chapter 4, for 606 responses were given in terms of retained, restricted, or removed materials, and because some respondents may not have answered all questions.

The factors which influenced whether material was retained, restricted, or removed included the following: region of the country; racial background of librarians; initiator of the challenge; whether assistance was sought or received either within the district or outside the district; whether a formal board approved policy existed and was used during the challenge process; the enrollment size of the school, whether the principal or teachers were supportive during the challenge; and whether there was active support for retention or removal.

Chi square or analysis of variance (anovas) were the statistical tests performed. Where respondents could respond using a scale of 1-6, anovas were performed. Otherwise, chi square results were used and reported.

National Focus

Outcome According to Region

The outcome to challenges was looked at in terms of the region of the United States. The lowest percentage rate of retention among the regions was reported in the south at 42.7%. Although the south did not have the lowest percentage rate among regions for the outcome, removal, when restriction and removal percentages were combined, the south reported the highest percentage rate of removal and restriction combined at 57.2%. See table 5-1.

Table 5-1

Outcome According to Region

Region	Retained	Restricted	Removed	Total
Northeast	44 60.3% (1.5)	14 19.2% (-.5)	15 20.5% (-1.1)	73 100%
South	100 42.7% (-3.7)	67 28.6% (3.3)	67 28.6% (1.1)	234 100%
North Central	104 56.8% (1.5)	26 14.2% (-2.9)	53 29% (1.1)	183 100%
West	69 59.5% (1.7)	24 20.7% (-.3)	23 19.8% (-1.7)	116 100%
Total	317	131	158	606

A chi square test was performed to examine region and outcome. Differences were found to be significant at the .05 level. X^2 (6, N = 606) = 20.82782, p <.05. Following the chi square, an analysis of standardized (or adjusted) residuals was obtained for each cell defined by the two variables used in the cross tabulations. This represents the observed cell count minus the number expected in that cell based upon the actual totals for the columns and rows, standardized to a standardized deviation of 1. Cells which were found to be above or below 2 standard deviations identified deviances. All standardized residual results are identified on the table above and throughout this section with parentheses.

Thus, by comparison, the south had fewer retentions, and more restrictions and removals when compared to other regions. The north central region had fewer restrictions when compared to other regions. The north central region was less likely to have restrictions than other regions.

Type of Community

There was no overall significant difference in outcome according to type of community using a chi square. X^2 (12, N=606) = 14.59055, p >.05. Because differences were noted in an initial frequency\percentage examination, an analysis of standardized residuals was performed. Results showed the mid-sized cities had less removal than others, and rural communities had less retention and greater removal than others. See appendix B for type of community breakdowns.

Profile of School Librarian

Years of Classroom Teaching and Years as a School Librarian

Although there was some variation in years of classroom teaching and outcome of complaints, there was no statistically different variation using a chi square. X^2 (10, N = 606) = 13.25656, p >.05. An analysis of standardized residuals was performed which showed that librarians with over 20 years of classroom teaching had more material restricted than librarians with fewer years of classroom teaching.

The number of years the respondents worked as a librarian either in total X^2 (6, N=606) = 3.41148, p >.05 or in the school receiving the questionnaire X^2 (6, N=606) = 2.74412, p >.05 in which one or more challenges was reported did not significantly affect the outcome to challenges to materials at the .05 level.

Formal Education

The level of formal education of the librarian did not significantly affect the outcome to challenges to materials. X^2 (14, N=600) = 21.87718, $p > .05$. "Other" category generally represents schools without certified school librarians. Education levels reported in "other" are primarily community college associate degrees. See table 5-2.

Table 5-2

Level of Formal Education and Outcome

Education	Retain	Restrict	Remove	Total
Bachelor's	15 42.9% (-1.1)	9 25.7% (.6)	11 31.4% (.7)	35 100%
Post Bachelor's	58 53.2% (.2)	23 21.1% (-.2)	28 25.7% (-.1)	109 100%
Master's	83 48.8% (-1.0)	46 27.1% (2)	41 24.1% (-.7)	170 100%
Post Master's	88 54.3% (.6)	32 19.8% (.-7)	42 25.9% (-.1)	162 100%
Two Masters	26 56.6% (.6)	9 19.6% (-.4)	11 23.9% (-.4)	46 100%
Specialist	38 62.3% (1.7)	8 13.1% (-1.7)	15 24.6% (-.3)	61 100%
Ph.D.\Ed.D.	4 66.67% (.7)	1 16.67% (-.3)	1 16.67% (-.5)	6 100.01%

Table 5-2 continues

Other	1 9% (-2.9)	2 18.2% (-.3)	8 72.7% (3.5)	11 99.9%

Standardized residuals show that respondents with "other" education had a greater likelihood of removal and less likelihood of retention than others.

Whether the respondent received his\her highest degree from a program that was accredited by the American Library Association (ALA) or by the National Council for the Accreditation of Teacher Education (NCATE) was not statistically significant in terms of outcome X^2 (2, N = 331) = 1.84785, p >.05.

Gender

Gender of the librarians was not statistically significant in the outcome to challenges at the .05 level. There were 523 female respondents and 80 male respondents. X^2 (2, N = 603) = .70741, p $\geq$.05.

Racial Background

Although 575 or 96% of the respondents to the question of racial heritage indicated that they were white, of the respondents who selected other responses, 25 answered additional questions which allowed for further testing by racial heritage. Other categories checked were African American, American Indian, Hispanic, and other. A chi square was performed which examined white and nonwhite responses. Significance was found using a chi square. X^2 (2, N = 606) = 15.21902, p <.05. An analysis of standardized residuals was performed. Results showed that nonwhite librarians reported fewer retentions and more restrictions compared to white librarians, who reported more retentions and fewer restrictions. See table 5-3.

Table 5-3

Outcome and Racial Heritage

Background	Retain	Restrict	Remove	Total
American Indian	2 66.7% (.5)	0 0% (-.9)	1 33.3% (.3)	3 100%
Black/ African American	4 22.22% (-2.6)	8 44.44% (2.5)	6 33.33% (.7)	18 99.99%
Hispanic	1 33.33% (-.7)	2 66.67% (1.9)	0 0% (-1.0)	3 100%
White	309 53.7% (2.5)	116 20.2% (-2.4)	150 26.1% (-.7)	575 100%
Other	0 0% (-1.1)	0 0% (-.5)	1 100% (1.7)	1 100%
Total	316	126	158	600

Age

Age of the librarians was not statistically significant in the outcome of challenges at the .05 level. X^2 (16, N=587) = 21.95737, p >.05.

Pressure

Whether the librarians felt under pressure in the selection of materials was examined in terms of whether challenged material was retained, restricted, or removed. A one way analysis of variance was performed because respondents answered using a 1-6 scale. There was no significant difference when a one-way analysis of variance was performed. See table 5-4.

Table 5-4

Analysis of Variance: Pressure and Outcome

Outcome	N	Mean*	S.D.
Retain	314	1.9490	.9444
Restrict	128	2.1406	1.0479
Remove	157	2.1210	1.1343
Total	599	2.0351	1.0217

*Scale of 1-6 where 1 = strongly disagree and 6 = strongly agree

f ratio = 2.3623
df = 2, 596
significance of f = p>.05
N = 599

Library Material Complaints

Number of Complaints

The number of complaints occurring during the period studied are reported in table 5-5.

Table 5-5

Number of Complaints and Outcome

Complaints	Retained	Restricted	Removed	Total
1	142 51.6% (-.3)	60 21.8% (.1)	73 26.5% (.2)	275 99.9%
2	102 59.6% (2.3)	32 18.7% (-1.1)	37 21.6% (-1.6)	171 99.9%
3	41 45.6% (-1.4)	22 24.4% (.7)	27 30% (.9)	90 100%
4+	32 45.7% (-1.2)	17 24.3% (.6)	21 30% (.8)	70 100%
Total	317	131	158	606

Results of an analysis of standardized residuals showed that where there were 2 complaints during the period of the study, that there was a higher retention rate when compared to the others.

A one way analysis of variance showed no difference among or between groups at the .05 level. See table 5-6.

Table 5-6

Analysis of Variance: Number of Complaints and Outcome

Outcome	N	Mean*	S.D.
Retain	305	1.8557	1.0937
Restrict	123	1.8618	1.0348
Remove	152	2.0461	1.5196
Total	580	1.9069	1.2095

*Scale of 1-6 where 1 = strongly disagree and 6 = strongly agree

f ratio = 1.3622
df = 2, 577
significance of f = p>.05
N = 580

Basis for Complaint

There was no statistical significance in outcome based on whether the challenge was made based on the presence of the material in the library, its use in the classroom, or both. X^2 = (4, N = 572) = 9.43788, p >.05.

Initiator of Challenge

Who initiated the challenge was found to influence the outcome of the challenge. See table 5-7. X^2 (14, N = 604) = 32.33334, $p < .05$.

Table 5-7

Initiator of Challenge and Outcome

Initiator	Retained	Restricted	Removed	Total
School Bd. Member	3 60% (.3)	1 20% (-.1)	1 20% (-.3)	5 100%
Sup't./District Adm.	4 28.6% (-1.8)	2 14.3% (-.7)	8 57.1% (2.7)	14 100%
Principal	9 24.3% (-3.5)	13 35.1% (2.1)	15 40.5% (2.1)	37 99.9%
Teacher(s)	35 43.7% (-1.9)	22 26.8% (1.3)	25 30.5% (1.0)	82 101%
Parent(s)	222 57.2% (3.1)	73 18.8% (-2.2)	93 24% (-1.5)	388 100%
Conservative Group	8 53.33% (.1)	5 33.33% (1.1)	2 13.33% (-1.1)	15 99.99%
Liberal Group	0 0% (-1.1)	1 100% (1.9)	0 0% (-.6)	1 100%

Table 5-7 continues

Other	36 58.1% (.9)	13 21% (-.1)	13 21% (-1.0)	62 100.1%

When standardized residuals were performed, it was shown that initiators who were district administrators, principals, and parents affected the outcome. Complaints from district administrators were more likely to result in removal than others. Complaints from principals were more likely to result in fewer retentions and more restrictions and removals than others. Complaints from parents were more likely to result in retention and less likely to result in restrictions than others.

Type of Material Challenged

Responses indicated the type of material that was challenged. Choices were made according to whether material represented nonfiction book(s), fiction book(s), films or video, other audiovisual materials, magazines, newspapers, or other. Of special interest was the outcome in terms of type of material when one item was challenged, for when multiple items were challenged, the "other" category had a greater likelihood of being selected. The responses were examined in terms of the outcomes retain, restrict, and remove and no statistically significant difference was found. A chi square was performed for one challenge: $X^2 = (12, N = 523) = 11.17031$, $p > .05$. When chi squares were performed for responses indicating two $X^2 = (12, N = 144) = 10.23036$, $p > .05$ and three challenges $X^2 = (6, N = 30) = 2.0556$, $p > .05$, there was no significant difference. Thus, the response or outcome to materials did not vary based on the type of material that was challenged.

Policy

Existence of Policy

Having a policy influenced the outcome of challenges to materials, with board approved written policies resulting most often in retention compared to no policy, informal policy, and written but not approved policy. $X^2 (8, N = 596) = 42.95411$, $p < .05$. See table 5-8.

Table 5-8

Existence of Policy and Outcome

Policy	Retain	Restrict	Remove	Total
None	9 31% (-2.4)	3 10.3% (2.1)	17 58.6% (4.1)	29
Informal Understood	26 32.5% (-3.8)	24 30% (2.0)	30 37.5% (2.5)	80
Unapproved Written	24 43.6% (-1.4)	13 23.6% (.4)	18 32.7% (1.2)	55
Written Approved	251 58.8% (5.0)	85 19.9% (-1.5)	91 21.3% (-4.3)	427
Other	2 40% (-.6)	3 60% (2.1)	0 0% (-1.3)	5
Total	312	128	156	596

The year in which the policy was written did not significantly affect the outcome. X^2 (8, N = 373) = 6.73777, $p > .05$ when grouped by decades 1950s, 1960s, 1970s, 1980s, and 1990s, or by individual year.

Use of Policy

When the policy was followed, material had a greater likelihood of retention than when the policy was not used. Non-use affected both removal and retention, with material less likely to be retained and more likely to be removed when the policy was not used. See table 5-9.

Table 5-9

Use of Policy and Outcome

Scale	Retain	Restrict	Remove	Total
1 not used	69 23.4% (-6.4)	50 43.1% (1.6)	69 51.9% (4.1)	188
2	27 9.2% (-1.6)	16 13.8% (.9)	20 15% (1.5)	63
3	29 9.8% (.2)	10 8.6% (-.4)	13 9.8% (.1)	52
4	28 9.8% (2.3)	9 7.7% (.4)	3 2.3% (-2.4)	40
5	33 11.2% (.9)	14 12% (-2.9)	9 6.8% (-3.3)	56
6 used fully	109 36.9% (6.2)	17 14.7% (-2.9)	19 14.3% (-3.3)	142
Total	295	116	133	544

A one-way analysis of variance was performed. See table 5-10.

Table 5-10

Analysis of Variance: Use of Policy and Outcome

Outcome	N	Mean*	S.D.
Retain	295	3.8678	2.0386
Restrict	116	2.7586	1.9275
Remove	133	2.3985	1.8625
Total	544	3.2721	2.0776

*Scale of 1-6, where 1 = not used at all and 6 = used fully

f ratio = 30.3974
df = 2, 541
significance of f = $p<.05$
N = 544

When the policy was not used, there was less likelihood that the material would be retained and more likelihood that the material would be removed. When the policy was used fully, there was more likelihood of retention and less likelihood of removal.

School Environment

School and District Enrollment

The size of the school was looked at in terms of outcome. There were significant differences in outcome based on school enrollment. X^2 (12, N = 586) = 21.67381, p <.05. For purposes of further analysis, enrollments were grouped as follows: below 500, 500-699, 700-999, 1000-1499; 1500 and over. X^2 (8, N= 586) = 20.54392, p <.05.

Standardized residuals revealed that material was retained less and removed more in schools below 500. Materials were retained more in schools over 1500 when compared to other categories.

The size of the district overall did not significantly affect the outcome of challenges to materials. X^2 (14, N = 606) = 17.50718, p >.05. However, standardized residuals showed that districts below 500 in enrollment were less likely to have material retained and more likely to have material removed.

Role of Principal

The support of the principal was found to make a difference in whether material was retained, restricted, or removed. A one-way analysis of variance was performed. See table 5-11.

Table 5-11

Analysis of Variance: Support of Principal and Outcome

Outcome	N	Mean*	S.D.
Retain	278	4.9676	1.4751
Restrict	123	4.3740	1.8170
Remove	143	3.9021	2.0463
Total	544	4.5533	1.7759

*Scale of 1-6, where 1 = not supportive and 6 = partnership role

f ratio = 18.9874
df = 2, 541
significance of f = $p<.05$
N = 544

Where principals were seen as supportive, challenges were more likely to result in retention. Where principals were viewed as less supportive, challenges were more likely to result in removal or restriction.

Role of Teachers

The support of teachers was found to make a difference in whether material was retained, restricted, or removed. A one way analysis of variance was performed. See table 5-12.

Table 5-12

Analysis of Variance: Teachers' Support and Outcome

Outcome	N	Mean*	S.D.
Retain	174	5.4655	.9164
Restrict	69	4.9710	1.1501
Remove	66	4.6818	1.5705
Total	309	5.1877	1.1803

*Scale of 1-6, where 1 = not supportive and 6 = partnership role

f ratio = 16.9810
df = 2, 306
significance of f = $p<.05$
N = 309

Where teachers were seen as highly supportive, challenges were more likely to result in retention. Where teachers were viewed as less supportive, challenges were likely to result in removal or restriction.

Assistance Provided Within the School District

Seeking assistance within the district did affect the outcome to challenged materials significantly. Because respondents were asked to respond using a 1-6 scale, a one-way analysis of variance was performed. There was a higher retention rate for those who sought assistance in the district than for those that did not. See table 5-13.

Table 5-13

Analysis of Variance: Assistance Sought Within the District and Outcome

Outcome	N	Mean*	S.D.
Retain	307	2.8241	1.9390
Restrict	126	2.5556	1.8091
Remove	155	2.2710	1.7703
Total	588	2.6207	1.8799

*Scale of 1-6, where 1 = no assistance sought and 6 = much assistance sought

f ratio = 4.6111
df = 2, 585
significance of f = $p<.05$
N = 588

Respondents also reported on what assistance was received within the district. Those who did receive assistance were more likely to have material retained and less likely to have material removed when compared to those who did not receive assistance. They selected from the following categories: library media specialists in the district; district library media coordinator\director; school principal; local teachers organization; other; no assistance received. There was a statistically significant difference in outcome for those receiving assistance within the district compared to those that did not. X^2 (2, N = 588) = 27.16388, $p < .05$. When each choice category was examined using chi square, statistical significance was found for all areas except local teacher organization. Significance was seen as follows:

Library media specialists: X^2 (2, N = 588) = 9.64666, p <.05
District coordinator: X^2 (2, N = 588) = 6.22188,p <.05
Principal: X^2 (2, N = 588) = 16.24660, p <.05
Local Teachers Org.: X^2 (2, N = 588) = .24150, p >.05
Other: X^2 (2, N = 588) = 6.43808, p <.05

Thus, the receipt of assistance within the school district made a significant difference in the outcome of the challenge.

Community Environment

Information Media

Information media did not significantly affect the outcome of challenges to materials. In more that 90% of the responses, information media knew nothing about the challenge. Where knowledge was known, responses to the challenge were mixed and not statistically different when a one-way analysis of variance was performed at the .05 level.

Assistance Outside the District

Seeking assistance outside the district did affect the outcome to challenged materials significantly. Because respondents were asked to respond using a scale of 1-6, a one-way analysis of variance was performed. Although most respondents did not seek outside assistance, those who did had a higher rate of retention, and a lower rate of removal than those who did not. See table 5-14.

Table 5-14

Analysis of Variance: Assistance Sought Outside the District and Outcome

Outcome	N	*Mean	S.D.
Retain	312	1.4872	1.2474
Restrict	129	1.2863	1.0246
Remove	157	1.1656	.7325
Total	598	1.3595	1.0934

*Scale of 1-6, where 1 = no assistance and 6 = much assistance sought

f ratio = 4.949
df = 2, 595
significance of f = $p<.05$
N = 598

Respondents also reported on what assistance was received from outside the district. They selected from the following categories: library media specialists outside the district, local public library or public library system, state professional library or media association; state teachers' organization; state Department of Education\Public Instruction; national organization; other; no assistance received. There was a statistically significant difference in outcome for those receiving assistance compared to those that did not. X^2 (2, N=573) = 8.97706, $p < .05$. Those receiving assistance were more likely to have material retained and less likely to have material removed than those not seeking assistance. However, when each choice category was examined using chi square, the only category in which there was significance outside the district was "other." X^2 (2, N = 573) = 9.52329, $p < .05$. Thus, no significance at the .05 level was found for assistance from library media specialists outside the district X^2 (2, N= 573) = 1.62990, $p > .05$, local public library or public library system X^2 (2,

N=573) = 2.79161, p >.05, state professional library or media association, X^2 (2, N = 573) = 2.14464, p >.05, state teachers organization X^2 (2, N = 573) = 4.50432, p >.05, state Department of Public Instruction or Department of Education X^2 (2, N = 573) = 4.37660, p >.05, national organizations X^2 (2, N = 573) = .07914, p >.05 when these were compared to categories that did not check them.

Support for Retention and Removal

Support for Retention

Respondents indicated whether there was active support for retention. This was compared to outcome. Where there was active support for retention, challenged material was more likely to be retained and less likely to be restricted or removed. See Table 5-15. A one-way analysis of variance was performed since respondents used a 1-6 scale, where 1 indicated no support for retention and 6 indicated a high level of support for retention.

Table 5-15

Analysis of Variance: Support for Retention and Outcome

Outcome	N	Mean*	S.D.
Retain	191	4.5916	1.7170
Restrict	87	2.8506	1.8648
Remove	103	1.4660	1.0920
Total	381	3.3491	2.0917

*Scale of 1-6, where 1 = no support for retention and 6 = much support for retention

f ratio = 131.3659
df = 2, 378
significance of f = $p<.05$
N = 381

Thus, the outcome was affected by active support for retention. Where there was active support for retention, there was a greater likelihood that material would be retained.

Support for Removal

Respondents indicated whether there was active support for removal for materials. A 1-6 scale was used, where 1 is no support for removal and 6 is high level of support for removal. This was compared to outcome, using a one-way analysis of variance. Where there was active support for removal, material was more likely to be removed. Material was also more likely to be restricted than retained. See table 5-16.

Table 5-16

Analysis of Variance: Support for Removal and Outcome

Outcome	N	Mean*	S.D.
Retain	200	1.7100	1.1674
Restrict	83	2.5301	1.7623
Remove	111	3.7568	882.0855
Total	394	2.4594	1.8215

*Scale of 1-6, where 1 = no support for removal and 6 = much support for removal

f ratio = 58.3146
df = 2, 391
significance of f = $p<.05$
N = 394

Thus, the removal of materials was affected by active support for removal. Where there was active support for removal, the material was more likely to be removed.

Form of Complaint

Introduction

The form of complaint, i.e., oral only; written only or oral and written (categorized as written), was examined more closely in selected findings to ascertain whether the form of complaint affected

other variables. Chi square or analysis of variance were the statistical tests performed. Where responses were given on a scale of 1-6, anovas were performed. Otherwise, chi square results were used and reported.

When the results of statistical analyses were examined, they suggested a tentative model for outcome to challenges on the basis of whether the complaint is oral or written, and can be represented by figure 5-1.

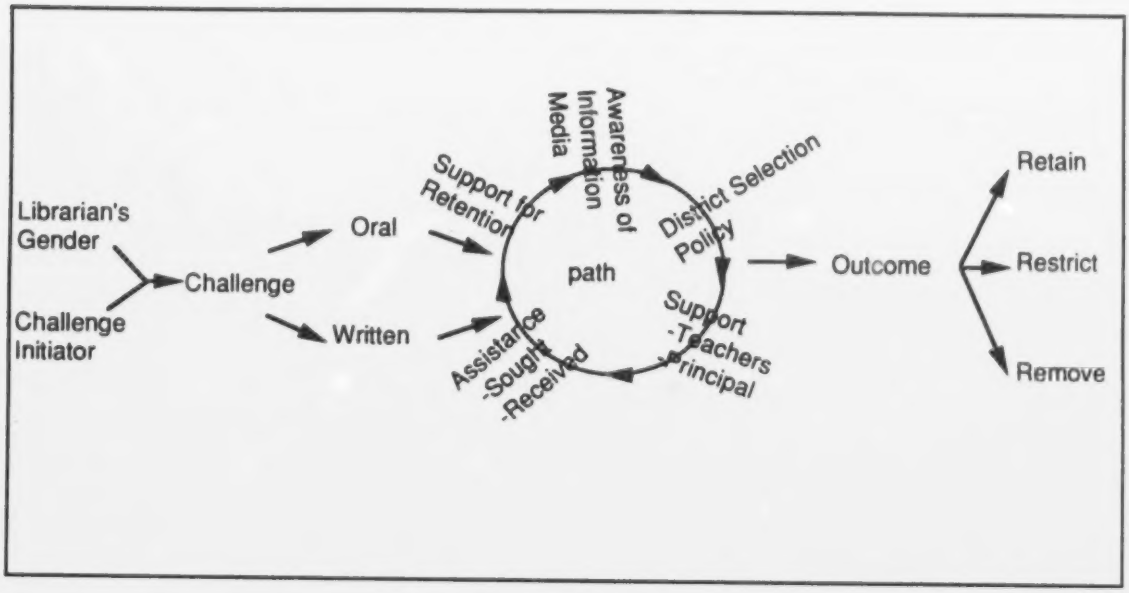


Figure 5-1

Form of Challenge and Outcome Suggested Model

The discussion which follows provides support for the tentative model suggested above.

General Findings

Reported challenges were looked at in terms of whether the complaint was oral or written and whether the outcome varied as a result of the form of complaint. See table 5-17.

Table 5-17

Form of Complaint and Outcome

Complaint	Retain	Restrict	Remove	Total
Oral	212 49.1% (-2.6)	95 22% (.3)	125 28.9% (2.7)	432 100%
Written	103 61% (2.6)	35 20.7% (-.3)	31 18.3% (-2.7)	169 100%
Total	315	130	156	601

Overall, the outcome was affected by whether a complaint was oral or written. Challenges that were presented orally were more likely to be removed than challenges which were written. X^2 (2, N = 601) = 8.60967, $p < .05$. Statistical differences were found in terms of gender, initiator of challenge, outcome to challenge, use of policy, level of support by principal, level of support by teachers, degree to which assistance was sought within the school district, degree to which assistance was sought outside the district, likelihood of support for retention, and support of information media.

The form of complaint was not statistically significant for other categories including number of

professional staff, level of school, i.e., middle, junior, senior high school, formal education of librarians, age of librarian, racial heritage of librarians, and support for removal. A discussion follows.

Gender

In terms of gender, female respondents were more likely to report that challenges were oral (74%) compared to male respondents (62%). X^2 (1, N = 718) = 5.31879, $p < .05$.

Initiator of Challenge

In terms of initiator of challenge, challenges initiated by district administrators, the principal, or teacher(s) were more likely to be oral challenges when compared to parents or conservative groups which challenged materials. For example, 80% of challenges from superintendents were oral, 93.6% of challenges from principals were oral, and 88.7% of challenges from teachers were oral. This compares to 67% of challenges from parents and 47.1% of challenges from conservative groups. X^2 (7, N=719) = 39.16232, $p < .05$. See Table 5-18.

Table 5-18

Initiator and Form of Complaint

Initiator	Oral	Written	Total
School Board Member	5	3	8
	62.5%	37.5%	100%
	(-.7)	(.7)	
Liberal Group	1	0	1
	100%	0%	100%
	(.6)	(-.6)	
Sup't./District Adm.	12	3	15
	80%	20%	100%
	(.6)	(-.6)	
Principal	44	3	47
	93.6%	6.4%	100%
	(3.3)	(-3.3)	
Teacher(s)	86	11	97
	88.7%	11.3%	100%
	(3.8)	(-3.8)	

Table 5-18 continues

Parent(s)	308	152	460
	67%	33%	100%
	(-4.6)	(4.6)	
Conservative Group	8	9	17
	47.1%	52.9%	100%
	(-2.4)	(2.4)	
Other	59	15	74
	79.7%	20.3%	100%
	(1.4)	(-1.4)	
Total	523	196	719

The results of a chi square showed statistically significant differences. X^2 (7, N = 719) = 39.16232, $p < .05$. An analysis of residuals was performed. It indicated that principals and teachers were more likely to have oral complaints and less likely to have written complaints. Parents and conservative groups were less likely to have oral complaints and more likely to have written complaints.

Use of Policy

In terms of use of policy, the written materials selection policy was more likely to be used during the challenge process when the challenge was written. See tables 5-19 and 5-20.

Table 5-19

Analysis of Variance: Use of Policy and Form of Complaint

Complaints	N	Mean*	S.D.
Oral	469	2.7420	1.9610
Written	178	4.3876	1.9019
Total	647	3.1947	2.0780

*Scale of 1-6, where 1 = policy not used at all and 6 = used fully

f ratio = 92.3676
df = 1, 645
significance of f = p<. 05
N = 647

Table 5-20

Frequency & Percentages for Policy Use and Form of Complaint

Scale	Oral	Written	Total
1 not used at all	212 45.2% (7.3)	25 14% (-7.3)	237
2	56 11.9% (1.1)	16 9% (-1.1)	72
3	46 9.8% (.3)	16 9% (-1.1)	62
4	31 9.8% (-.6)	14 7.9% (.6)	45
5	44 9.4% (-1.1)	22 12.4% (1.1)	66
6 used fully	80 17.1% (-8.0)	85 47.8% (8.0)	165
Total	469	178	647

Level of support

In terms of the level of support by principals and teachers, respondents indicated that support of the principal was highest when the challenge was written. On a scale of 1-6, with 6 indicating the highest level of support, 58.8% selected a scale of 5 or 6 when the challenge was oral, compared to 72.5% when the challenge was written. See table 5-21.

Table 5-21

Principal Support and Form of Complaint

Scale	Oral	Written	Total
1 not supportive	68 14.9% (3.1)	11 5.9% (-3.1)	79
2	30 6.6% (.8)	9 4.8% (-.8)	39
3	46 10.1% (1.0)	14 7.5% (-1.0)	60
4	47 10.3% (.4)	17 9.1% (-.4)	64
5	66 14.5% (-1.1)	33 17.7% (1.1)	99
6 partnership role	202 44.3% (-2.5)	102 54.8% (2.5)	304
Total	459 100.7%	186 99.8%	642

A one-way analysis of variance was performed. See table 5-22.

Table 5-22

Analysis of Variance: Principal Support and Form of Complaint

Forms	N	Mean*	S.D.
Oral	459	4.3486	1.8669
Written	186	4.9247	1.5263
Total	645	4.5147	1.7933

*Scale of 1-6, where 1 = not supportive and 6 = partnership role

f ratio = 13.9365
df = 1, 643
significance of f = $p<.05$
N = 645

Similarly, teachers were reported to provide highest level of support when the challenge was written. On a scale of 1-6, with 6 indicating the highest level of support, 73.3% selected a scale of 5 or 6 when the challenge was oral, compared to 91.8% when the challenge was written. See table 5-23.

Table 5-23

Teachers' Support and Form of Complaint

Scale	Oral	Written	Total
1 not supportive	7 3% (.4)	3 2.3% (-.4)	10
2	5 2.2% (1.0)	1 .8% (-1.0)	6
3	23 9.9% (3.4)	1 .8% (-3.4)	24
4	27 11.6% (2.3)	6 4.5% (-2.3)	33
5	52 22.4% (-1.3)	38 28.6% (1.3)	90
6 partnership role	118 50.9% (-2.3)	84 63.2% (2.3)	202
Total	232 100%	133 100.2%	365

A one-way analysis of variance was performed. See table 5-24.

Table 5-24

Analysis of Variance: Teachers' Support and Form of Complaint

Complaints	N	Mean*	S.D.
Oral	232	5.0086	1.3060
Written	133	5.4586	.9654
Total	365	5.1726	1.2114

*Scale of 1-6, where 1 = not supportive and 6 = partnership role

f ratio = 12.0208
df = 1, 363
significance of f = $p<.05$
N = 365

Assistance Sought and Received

The provision of assistance to the librarian during the complaint process was examined in terms of whether assistance was sought and in terms of whether assistance was actually received. This was looked at in terms of the form of complaint. Assistance sought within the district as well as outside the district varied according to oral and written complaints and was statistically significant.

The level of assistance sought within the district or outside the district was higher for written challenges than for oral challenges. See table 5-25.

Table 5-25

Assistance Sought Within the School or District and Form of Complaint

Scale	Oral	Written	Total
1 no assistance sought	296 57.9% (7.7)	47 25.1% (-7.7)	343
2	44 8.6% (-.6)	19 10.2% (.6)	63
3	50 9.8% (1.4)	12 6.4% (-1.4)	62
4	55 10.8% (-1.0)	25 13.4% (1.0)	80
5	33 6.5% (-4.5)	33 17.7% (4.5)	66
6 much assistance sought	33 6.5% (-7.5)	51 27.3% (7.5)	84
Total	511 100.1%	187 100.1%	698

On a scale of 1-6 indicating the extent to which assistance within the district was sought where 1 indicated no assistance sought and 6 indicated much assistance was sought, 66.5% of those indicating that challenge was oral selected 1 or 2, meaning that little or no assistance was sought. This compares to 35.2% of those indicating that challenges were written. In terms of the scale of 5-6, 13% of those reporting oral challenges selected 5 or 6, compared to 45% of those reporting that challenges were written. A one way analysis of variance was performed. See table 5-26.

Table 5-26

Analysis of Variance: Assistance Sought Within District and Form of Complaint

Complaints	N	Mean*	S.D.
Oral	511	2.1859	1.6410
Written	187	3.7005	1.9828
Total	698	2.5917	1.8628

*Scale of 1-6, where 1 = not used at all and 6 = used fully

f ratio = 103.8636
df = 1, 696
significance of f = $p<.05$
N = 698

Thus, although oral challenges were the more likely to result in removal, they were the least likely to have assistance sought inside the school district.

The question of from whom assistance was received was also examined in light of the form of the complaint. There was a statistically significant difference in form of complaint for those receiving assistance inside the district compared to those that did not. Written complaints were more likely to receive assistance within the district than oral complaints. In comparing the question of "no assistance" to any level of "assistance", oral complaints received some assistance 62% of the time compared to written complaints which received assistance of some type 87.4% of the time. X^2 (1, N = 696) = 41.95302 < .05.

When each choice category was examined using chi square, statistical significance by form of complaint was found for all categories:

Library media specialists in the district: X^2 (1, N = 696) = 33.63391 < .05
District coordinator: X^2 (1, N = 696) = 27.34547 < .05
Principal: X^2 (1, N = 696) = 25.56025 < .05
Local Teachers Organization: X^2 (1, N= 696) = 7.45530 < .05
Other: X^2 (1, N = 696) = 13.02606 < .05

Thus, whether the challenge was an oral one or a written one resulted in differences in support that were received within the district.

Most respondents indicated that they did not seek assistance outside the district regardless of whether the challenge was oral or written, yet differences could be seen here, as well. Of those with oral challenges, 93.2% reported seeking no assistance outside the district compared to 75.6% of those with written challenges. Respondents indicating that they requested much assistance from outside the district was limited. In terms of oral challenges, 2.6% of respondents selected scale of 5 or 6, compared to 10.5% of respondents having written challenges. See Table 5-27.

Table 5-27

Outside Assistance Sought and Form of Complaint

Scale	Oral	Written	Total
1 no assistance sought	481 93.2% (6.5)	146 75.6% (-6.5)	627
2	13 2.5% (-.8)	7 3.6% (.8)	20
3	1 .2% (-3.1)	5 2.6% (3.1)	6
4	10 1.9% (-3.7)	15 7.8% (3.7)	25
5	6 1.2% (-3.8)	12 6.2% (3.8)	18
6 much assistance sought	5 1% (-2.8)	8 4.1% (2.8)	13

Table 5-27 continues

Total	516 100%	193 99.9%	709

A one-way analysis of variance was performed. See Table 5-28.

Table 5-28

Analysis of Variance: Outside Assistance Sought and Form of Complaint

Complaints	N	Mean*	S.D.
Oral	516	1.1822	.7769
Written	193	1.7772	1.5094
Total	709	1.3441	1.0617

*Scale of 1-6. where 1 = no assistance and 6 = much assistance sought

f ratio = 46.9880
df = 1, 707
significance of f = $p<.05$
N = 709

Thus, while most respondents clearly did not seek assistance outside the district when material was challenged, those with written challenges were more likely to do so than those with oral challenges.

In terms of from whom assistance was received outside the district, there was a statistically significant difference in form of complaint for those receiving assistance outside the district compared to those that did not. Written complaints were more likely to receive assistance outside the district than oral complaints. Overall, oral complaints received some outside assistance 12.1% of the time compare to written complaints which received some form of assistance 30.3% of the time. X^2 (1, N = 681) = 31.48988 < .05. When each choice category was examined using chi square, statistical significance by form of complaint was found for:

Library media specialists outside the district:

X^2 (1, N = 681) = 11.23809 < .05

Local public library and public library system:

X^2 (1, N = 681) = 17.60555 < .05

State professional library or media association:

X^2 (1, N = 681) = 9.23276 < .05

State Department of Public Instruction\of Education:

X^2 (1, N = 681) = 13.19076 < .05

Statistical significance was not found for state teachers' organizations or for national organizations.

Thus, whether the challenge was an oral one or a written one resulted in differences in support that were received from persons or groups outside the district.

Active Support for Retention and Removal

Form of complaint was also examined in terms of whether there was active support for retention and removal. Whether there was active support for retention depended upon whether the complaint was oral or written. Where challenges were written, they were more likely to have active support for retention. See table 5-29.

Table 5-29

Active Support for Retention and Form of Complaint

Scale	Oral	Written	Total
1 no support for	129 43.6% (4.9)	32 20.5% (-4.9)	161
2	23 7.8% (1.6)	6 3.9% (-1.6)	29
3	20 6.8% (-2.6)	22 14.1% (2.6)	42
4	29 9.8% (1.2)	10 6.4% (-1.2)	39
5	34 11.5% (-1.7)	27 17.3% (1.7)	61
6 high level of support	61 20.6% (-3.9)	59 37.8% (3.9)	120
Total	296 100.1%	156 100%	452

A one way analysis of variance was performed. See table 5-30.

Table 5-30

Analysis of Variance: Active Support for Retention and Form of Complaint

Complaints	N	Mean*	S.D.
Oral	296	2.9966	2.0609
Written	156	4.0962	1.9602
Total	452	3.3761	2.0911

*Scale of 1-6, where 1 = no support for retention and 6 = high level of support for retention

f ratio = 30.0659
df = 1, 450
significance of f = $p<.05$
N = 452

Active support for removal was not statistically significant in relation to form of complaint. For oral complaints, N = 305 with a mean of 2.3639; for written complaints, N = 158 with a mean of 2.6772 ($F = 3.1329$, $p > .05$). Thus, active support for removal was not dependent upon whether the challenge was written or oral. See table 5-31.

Table 5-31

Active Support for Removal and Form of Complaint

Scale	Oral	Written	Total
1 no support for removal	157 51.5% (2.6)	61 38.6% (-2.6)	218
2	47 15.4% (-1.6)	34 21.5% (1.6)	81
3	26 8.5% (-.6)	16 10.1% (.6)	42
4	20 6.6% (-.2)	11 7% (.2)	31
5	18 5.9% (-1.2)	14 8.9% (1.2)	32
6 high level of support	37 12.1% (-.5)	22 13.9% (.5)	59
Total	305 100%	158 100%	463

Information Media and Form of Complaint

Whether the challenge was oral or written was looked at in terms of whether information media were aware of the challenge. The majority of respondents indicated that information media were not aware of the challenge, regardless of form. However, the information media were significantly more likely to be aware of the challenge if the challenge were written. See table 5-32.

Table 5-32

Information Media Knowledge and Form of Complaint

Scale	Oral	Written	Total
1 no knowledge of complaint	493 97.8% (6.4)	164 85.4% (-6.4)	657
2	1 .2% (-3.8)	7 3.6% (3.8)	8
3	1 .2% (-1.5)	2 1% (1.5)	3
4	0 0% (-2.8)	3 1.6% (2.8)	3
5	2 .4% (-2.2)	4 2.1% (2.2)	6
6	7 1.4% (-3.5)	12 6.3% (3.5)	19
Total	504 100%	192 100%	696

A one way analysis of variance was performed. See table 5-33.

Table 5-33

Analysis of Variance: Information Media Knowledge and Form of Complaint

Complaints	N	Mean*	S.D.
Oral	504	1.0913	.6427
Written	192	1.5000	1.3691
Total	696	1.2040	.9206

*Scale of 1-6, where 1 = no knowledge and 6 = extensive knowledge

f ratio = 28.4899
df = 1, 694
significance of f = $p<.05$
N = 696

Summary of Form of Complaint

Whether or not a challenge was oral or written affected the challenge process and outcome in many important ways. These ways included gender, initiator, outcome, use of policies, level of support of principal and teachers, degree to which assistance was sought within and outside the district, likelihood of support for retention, and support of information media.

Overall Summary

When one looks at challenges to library materials as they relate to outcome, i.e., retention, restrictions, and removal, additional insights are provided in comparison to a general reporting of results, as in Chapter 4. These will be summarized according to the factors being tested as well as region.

In terms of region, the South reported the lowest rate of retention and the highest rates of restriction and removal combined.

In terms of policy, board approved written policies had more retention than all other options. Also, following a policy resulted in a greater likelihood of retention.

In terms of characteristics of the librarians, nonwhite librarians were more likely to report fewer retentions and more restrictions than white librarians.

In terms of school environment, those who received assistance within the district had a higher level of retention. Help from other school librarians, district library coordinator, school principal and others contributed to the retention of materials. The size of a school made a difference in outcome, with smallest schools reporting less retention and more removal, while larger schools reported more retention. The support of the principal and teachers affected whether materials would be retained, with greater retention resulting when teachers and principal provided support.

In terms of community environment, those who sought assistance outside the district had a higher rate of retention and a lower rate of removal than those that did not. Those who received assistance outside the district had a higher rate of retention. Rather than expected sources of assistance making a difference, the only difference was in category, "other."

In terms of initiator, challenges initiated by superintendents and principals were more likely to have material removed. Where principals were initiators, the material was also more likely to be restricted or removed. Parent-initiated challenges were more likely to result in retention and less likely to result in restriction.

In terms of complaint background, there were many statistically significant differences based on whether the complaint was oral or written. Female librarians were more likely to receive oral complaints. District administrators, principals or teachers were more likely to initiate oral challenges, while parents and conservative groups were more likely to have written complaints (this includes oral complaints that were then written). Oral complaints were more likely to result in removal than written complaints, while written complaints were more likely to result in retention. Written materials selection policies were more likely to be used during the challenge process when the challenge was written, while oral challenges were more likely to have the policies not used at all. Principals and teachers gave greater support to written challenges. Assistance was sought more within a district or outside a district when a challenge was written. Finally, there was more active support for retention for written challenges, and the information media were more likely to be aware of a challenge if it were written. A tentative outcome model based on form of complaint is offered.

CHAPTER 6

PERSPECTIVES OF THE LIBRARIAN

Introduction

Section D of the questionnaire related to perspectives of the school librarian in terms of professional experience as well as perceptions about the school, community, and national environment. Thirty-seven (37) items was included in this section. See appendix D for the statements in section D. Respondents were asked to respond using a scale of 1-6, where 1 was "strongly disagree" and 6 was "strongly agree." While shown on the questionnaire as one list, items were included in this section based on the factors being examined. The factors included in section D were district materials selection policy, characteristics of the school librarian, school environment, and community environment. Within characteristics of the librarian, psychological measures were included which related to the areas of locus of control, dogmatism, and self-esteem. The psychological statements were drawn primarily from validated measures. The locus of control selected statements were taken from Rotter's Internal-External Locus of Control Scale. The dogmatism selected statements were based on the 40 item scale of Milton Rokeach. The self-esteem selected statements were taken from Morris Rosenberg's Self-Esteem Test. Selections of validated statements for inclusion in the section on perspectives was based on the tested reliability of the statements, with statements showing highest reliability being more likely to be selected. An additional factor was response of the respondents in the pretest of the statements. A few additional statements which were specific to school librarians were developed by the researcher and used. Validated statements from other sources were altered in a couple of instances to reflect more up-to-date, nonsexist language. For example, under locus of control, the statement, "This world is run by the few people in power and there is not much the little guy can do about it," was changed to read, "This world is run by the few people in power and there is not much the ordinary person can do about it." See appendix F for background information about the statements. In addition, the category, "library media specialist," also includes statements relating to higher education. Within school environment, statements relating to the school principal were also included. Section D will be examined using these categories.

Descriptive Overview

The statements in section D were examined based on the subsections described in the introduction. Table 6-1 provides frequency and percentage responses for all thirty-seven (37) statements in Section D. They are arranged in the following subsections: materials selection policy, community environment, school environment, principal, and librarian's characteristics. Librarian's characteristics are higher education, dogmatism, locus of control, and self-esteem. The list of statements from the Phase 2 questionnaire can be found in appendix D.

Table 6-1

Frequency and Percentage Responses for Perspectives of School Librarians

Statement	Scale 1 Strongly Disagree	2	3	4	5	6 Strongly Agree	Total
Materials Selection Policy							
51	8	17	56	77	209	363	730
	1.1%	2.3%	7.7%	10.5%	28.6%	49.7%	100%

#51: A Materials selection policy is effective in dealing with LMC complaints.

Table 6-1 continues

69	5	9	25	50	276	359	724
	.7%	1.2%	3.5%	6.9%	38.1%	49.6%	100%

#69: When the library materials selection policy is followed during the challenge process, challenged material has a greater chance of being retained.

Community Environment	Scale 1	2	3	4	5	6	
63	5	36	72	169	255	189	726
	.7%	5%	9.9%	23.3%	35.1%	26%	100%

#63: Organized conservative groups that are involved in attempts to remove LMC material can greatly influence the removal of materials.

73	85	182	197	147	71	35	717
	11.9%	25.4%	27.5%	20.5%	9.9%	4.9%	100.1%

#73: Most complaints about LMC materials can be traced to organized conservative groups.

55	15	25	74	134	227	251	726
	2.1%	3.4%	10.2%	18.5%	31.3%	34.6%	100.1%

#55: Information media in the community such as newspapers or television can greatly influence what happens to LMC material(s) that is/are challenged.

Table 6-1 continues

44	11	17	44	105	215	331	723
	1.5%	2.4%	6.1%	14.5%	29.7%	45.8%	100%

#44: Library media specialists who receive assistance or support during a complaint from persons or organizations outside the school district will be less likely to be intimidated during the challenge.

School Environment	Scale 1	2	3	4	5	6	
41	8	45	99	152	199	232	735
	1.1%	6.1%	13.5%	20.7%	27.1%	31.6%	100.1%

#41: Library media specialists are respected members of the school faculty.

42	20	29	87	114	239	243	732
	2.7%	4.0%	11.9%	15.6%	32.7%	33.2%	100.1%

#42: When a principal and faculty work well together, you can expect LMC materials to be retained when a challenge occurs.

43	4	14	45	92	239	342	736
	.5%	1.9%	6.1%	12.5%	32.5%	46.5%	100%

#43: Library media specialists who work well with faculty members on a day-to-day basis will find teachers supportive when LMC material is challenged.

Table 6-1 continues

61	4	4	22	69	286	339	724
	.6%	.6%	3%	9.5%	39.5%	46.8%	100%

#61: Library media specialists who receive assistance or support during a complaint from others within the school or district will be less likely to be intimidated during the challenge process.

62	22	61	153	189	189	105	719
	3.1%	8.5%	21.3%	26.3%	26.3%	14.6%	100.1%

#62: If the library media specialists is not viewed as a respected colleague in the school, when LMC complaints occur, the material will usually be removed.

64	21	41	47	138	209	175	731
	2.9%	5.6%	6.4%	18.9%	28.6%	37.6%	100%

#64: The worth of library media specialists is often unrecognized.

71	2	11	20	80	180	337	730
	.3%	1.5%	2.7%	11%	38.4%	46.2%	100.1%

#71: When a principal and faculty work well together, they are less likely to be divided when faced with a challenge to LMC material.

Table 6-1 continues

74	158	179	100	127	111	55	730
	21.6%	24.5%	13.7%	17.4%	15.2%	7.5%	99.9%

#74: Based upon my first-hand experience it is accurate to say that library media specialists often feel like second class citizens among the faculty of a school.

77	16	34	75	185	211	204	725
	2.2%	4.7%	10.3%	25.5%	29.1%	28.1%	99.9%

#77: Most people would say that my school has the characteristics of an effective school such as clear goals, dedicated staff, high expectations, parent-community environment, and positive learning climate.

Principal	Scale 1	2	3	4	5	6	
47	77	90	112	151	173	131	734
	10.5%	12.3%	15.3%	20.6%	23.6%	17.8%	100.1%

#47: Most people would view my school principal as a strong educational leader.

52	119	135	115	111	139	120	730
	16.1%	18.3%	15.6%	15%	18.8%	16.2%	100%

#52: Most faculty members would describe my principal as having an authoritarian manner.

Table 6-1 continues

53	34	55	99	114	221	199	722
	4.7%	7.6%	13.7%	15.8%	30.6%	27.6%	100%

#53: When the principal does not support the library media specialist in dealing with an LMC complaint, challenged LMC material will usually be removed.

60	7	17	54	115	277	260	730
	1%	2.3%	7.4%	15.8%	37.9%	35.6%	100%

#60: Library media specialists who work well with the principal on a day-to-day basis will find the principal supportive when LMC material is challenged.

72	7	15	35	104	247	321	729
	1%	2.1%	4.8%	14.3%	33.9%	44%	100.1%

#72: The support of the principal is critical in the retention of challenged LMC material.

Librarian's Characteristics	Scale 1	2	3	4	5	6	
Higher Education							
56	86	107	111	174	154	92	724
	11.9%	14.8%	15.3%	24%	21.3%	12.7%	100%

#56: The higher the level of educational training held by the library media specialist who gets complaints about LMC materials, the greater the likelihood that LMC material will be retained.

Table 6-1 continues

65	63	128	166	203	95	65	720
	8.8%	17.8%	23.1%	28.2%	13.2%	9%	100.1%

#65: Library media specialists receive excellent training in higher education programs to prepare them to deal with challenges to LMC materials.

Locus of Control	1	2	3	4	5	6	
46	32	66	162	128	201	132	721
	4.4%	9.2%	22.5%	17.8%	27.9%	18.3%	100.1%

#46: Getting people to do the right thing depends upon ability. Luck has little or nothing to do with it.

50	184	251	118	106	52	20	731
	25.2%	34.3%	16.1%	14.5%	7.1%	2.7%	99.9%

#50: Many times I feel that I have little influence over the things that happen to me.

54	215	219	88	101	68	36	727
	29.6%	30.1%	12.1%	13.9%	9.4%	5%	100.1%

#54: Even though support groups such as other librarians and library organizations exist, library media specialists are really powerless in affecting the outcome of complaints to LMC materials.

Table 6-1 continues

68	217	268	107	86	30	21	729
	29.8%	36.8%	14.7%	11.8%	4.1%	2.9%	100.1%

#68: This world is run by the few people in power and there is not much the ordinary person can do about it.

76	42	133	191	138	159	60	723
	5.8%	18.4%	26.4%	19.1%	22%	8.3%	100%

#76: It is impossible for me to believe that chance or luck plays an important role in my life.

Dogmatism	1	2	3	4	5	6	
45	308	179	96	75	51	23	732
	42.1%	24.5%	13.1%	10.2%	7%	3.1%	100%

#45: It is appropriate for the library media specialist to adhere to requests of the principal without question.

49	558	96	24	25	10	19	732
	76.2%	13.1%	3.1%	3.4%	1.4%	2.6%	99.9%

#49: Of all the different philosophies which exist in this world, there is probably only one which is correct.

Table 6-1 continues

57	210	176	158	115	49	17	725
	29%	24.3%	21.8%	15.9%	6.8%	2.3%	100.1%

#57: In this complicated world of ours, the only way we can know what's going on is to rely on leaders or experts who can be trusted.

58	335	175	90	63	26	28	717
	46.7%	24.2%	12.6%	8.8%	3.6%	3.9%	100%

#58: There are two kinds of people in this world: those who are for the truth and those who are against the truth.

66	214	254	156	77	11	8	720
	29.7%	35.3%	21.7%	10.7%	1.5%	1.1%	100%

#66: Most people just don't know what's good for them.

75	51	126	196	188	103	60	724
	7%	17.4%	27.1%	26%	14.2%	8.3%	100%

#75: It upsets me whenever people stubbornly refuse to admit they are wrong.

Self-Esteem	1	2	3	4	5	6	
48	1	1	7	36	298	391	734
	.1%	.1%	1%	4.9%	40.6%	53.3%	100%

#48: I feel that I have a number of good qualities.

Table 6-1 continues

59	4	7	15	77	287	342	732
	.5%	1%	2%	10.5%	39.2%	46.7%	99.9%

#59: I take a positive attitude toward myself.

67	3	10	19	84	348	266	730
	.4%	1.4%	2.6%	11.5%	47.7%	36.4%	100%

#67: On the whole, I am satisfied with myself.

70	2	4	15	41	285	382	729
	.3%	.5%	2.1%	5.6%	39.1%	52.4%	100%

#70: A self-confident library media specialist will be less likely to be intimidated during the challenge process when faced with a challenge to LMC material.

TOTAL STATEMENTS: 37

In addition, the subsets were examined in terms of their mean and standard deviation. Those are reported in table 6-2.

Table 6-2

Mean and Standard Deviation for Perspectives of Librarians

Statement	Mean	Standard Deviation	Number
Materials Selection Policy			
51	5.12	1.13	730
69	5.29	.92	724
Community Environment			
63	4.65	1.15	726
73	3.06	1.33	717
55	4.77	1.24	726
44	5.06	1.14	723
School Environment			
41	4.61	1.28	735
42	4.71	1.29	732
43	5.14	1.04	736
61	5.27	.87	724
62	4.08	1.29	719
64	2.22	1.32	731
71	5.24	.90	730
74	3.03	1.60	730
77	4.59	1.25	725

Table 6-2 continues

Principal			
47	3.88	1.59	734
52	3.54	1.70	730
53	4.43	1.45	722
60	4.94	1.08	730
72	5.10	1.05	729
Librarian's Characteristics			
Higher Education			
56	3.66	1.56	724
65	3.46	1.39	720
Locus of Control			
46	2.90	1.41	721
50	2.52	1.34	731
54	2.58	1.51	727
68	2.32	1.28	729
76	3.42	1.38	723

Table 6-2 continues

Dogmatism**			
45	2.25	1.43	732
49	1.48	1.10	732
57	2.54	1.35	725
58	2.10	1.37	717
66	2.22	1.10	720
75	3.48	1.34	724
Self-Esteem			
48	5.46	.67	734
59	5.27	.87	732
67	5.14	.87	730
70	5.40	.77	729

**Note: The mean for statements 46 and 76 was actually 4.10 and 3.58, respectively. Because other statements measured external locus of control and 46 and 76 measured internal locus of control, these two were turned around so that they would be in agreement with the other measures, i.e., agree related to external locus of control and disagree related to internal locus of control.

A number of statistical tests were performed on section D, Perspectives of the Library Media Specialist. Principal components, T-tests, correlation coefficients, and Cronbach's Alpha were performed. For purposes of testing, the scale of locus of control statements which measured internal locus of control were reversed so that coding for internal and external locus of control was consistent. Principal components analysis was performed upon statements according to the investigator's groupings. Thus, principal components were forced within predetermined groups. See table 6-3.

Table 6-3

Principal Components

Factor	1st Component	2nd Component	3rd Component
Policy	Statements 51,69		
Community	Statements 44,55,63	73	
School Env.	Statements 42,43,61,71	41,62,64,74,77	
Principal	Statements 47,60	53,72	52
Librarian:			
Higher Ed.	Statements 56,65		
Locus of Control	Statements 50,54,68	46,76	
Dogmatism	Statements 75,66	45,49,57,58	
Self-Esteem	Statements 48,59,67,70		

Based on an examination of results of principal components, correlation coefficients, and overall alpha value, statements were deleted as measures of the factors being tested. For example, statements with a correlation coefficient less than .4000 were studied carefully and considered for removal. A principal component factor where one item ended up alone was a consideration for removal. Finally, statements whose removal resulted in a higher overall alpha for the set were considered for removal (see table 6-4 showing deletions). Although 37 items were included in the questionnaire, there were 31 remaining items for further analysis.

Table 6-4

Statements Deleted From Section D

Factor	Statements	Deleted	Remaining
Policy	51,69	0	51,69
Community	44,55,63,73	73	44,55,63
School Environment	41,42,43,61,62,64,71,74	62,64	41,42,43,61,74,77
Principal	47,52,53,60,72	52,53	47,60,72
Librarian:			
Higher Education	56,65	0	56,65
Locus of Control	46,50,54,68,76	0	46,50,54,68,76
Dogmatism	45,49,57,58,66,75	0	45,49,57,58,66,75
Self-Esteem	48,59,67,70	70	48,59,67

T-tests were set-up to examine statements on a per statement basis and compare to a random scale with a mean of 3.5. T-tests were also used to compare factor scores, i.e., individual statements that were grouped according the the factors being examined. In this way, a group mean was determined and was compared to a random scale with a group mean of 3.5. Thus, T-tests were performed for individual statements and for groupings of statements arranged by factor. Significance of an item or factor (with items within) was tested at $p < .05$. Item to total correlation coefficients were calculated by factor being examined. A perfect association would have a value of -1 or +1. Correlation coefficients for the 31 items are found in table 6-5. It can be noted that all items had a correlation of .45 or better. Generally, the range of correlations within sets was between .50 and .75, which is considered a moderate to good correlation.

Following correlation coefficients, reliability coefficients using Cronbach's Alpha were calculated for each set. Cronbach's Alpha analyzes the correlation between a scale and all other possible scales from a hypothetical universe of items that measure the characteristic of interest. In essence, Alpha is the internal consistency of a test or a scale. Cronbach's alpha measures the internal consistency of a test or scale. A perfect consistency would be 1. For the set in section D, the highest alpha was achieved for the factor, self-esteem at .75, followed by school environment at .70. The lowest alpha was for higher education at .34 and community at .37. See table 6.5 for item to total correlation coefficients and alpha levels for 31 statements, which were the result after deletion.

Table 6-5

Item to Total Correlations by Factor at P <.05 Level

Policy		
51 = .83		Alpha: .55
69 = .79		
Community		
44 = .64		
55 = .68		
63 = .57	N = 715	Alpha: .37
School Environment		
41 = .67		
42 = .59		
43 = .64		
61 = .47		
71 = .51		
74 = .58		
77 = .54	N = 706	Alpha: .70

Table 6-5 continues

Principal		
47 = .74		
60 = .57		
72 = .70	N = 722	Alpha: .46
Librarian		
Higher Education		
56 = .80		
65 = .75	N = 712	Alpha: .34
Locus of Control		
46 = .52	N = 704	Alpha: .41
50 = .61		
54 = .55		
68 = .53		
76 = .50		
Dogmatism		
45 = .48	N = 700	Alpha: .52
49 = .49		
57 = .58		
58 = .65		
66 = .51		
75 = .52		

Table 6-5 continues

Self-Esteem		
48 = .68	N = 729	Alpha: .75
59 = .68		
67 = .85		

TOTAL STATEMENTS: 31

The means of the factor scores for policy, community, school environment, principal, librarian (higher education, locus of control, dogmatism, and self-esteem) were compared to the scale mean of 3.5 with a t-test. Of the eight (8) factors being examined by set, only the factor higher education failed to show significance at the .05 level. See table 6-6.

Table 6-6

T-Tests of Principal Components by Factor (after deletions)

Factor	N	Mean	Standard Deviation	Standard Error	T-Value	2-Tailed Probability
Policy	721	5.2143	.850	.032	33.62	p<.05
Community	715	4.8336	.781	.029	29.11	p<.05
School Environment	706	4.7934	.710	.027	29.01	p<.05
Principal	722	4.6330	.879	.033	23.24	p<.05
Librarian						
Higher Education	712	3.5751	1.141	.043	.41	not significant
Locus of Control	704	2.7420	.753	.028	-16.45	p<.05
Dogmatism	700	2.3443	.697	.026	-25.50	p<.05
Self-Esteem	729	5.2899	.660	.024	41.39	p<.05

Thus, it can be said that respondents agreed with the statements relating to policy, community, school environment, principal. It can be said that respondents demonstrated a high level of self-esteem, a limited degree of dogmatism, and locus of control most near internal locus of control. There was no clear pattern in responses to higher education questions.

Likewise, a comparison of individual statements comprising the factors to the scale mean of 3.5 was performed to determine significance at the $p < .05$ level. These results are found in table 6-7.

Table 6-7

T-Test Per Item Arranged by Factor

Factor	N	Mean	S.D.	S.E.	T-Value	2-Tailed Probability
Policy						
51	730	5.1247	1.132	.042	30.01	p>.05
69	724	5.2928	.917	.034	36.90	p>.05
Community						
44	723	5.0595	1.140	.042	28.45	p>.05
55	726	4.7713	1.1236	.046	22.43	p>.05
63	726	4.6529	1.152	.043	20.50	p>.05
School Environment						
41	735	4.6122	1.280	.045	19.17	p<.05
42	732	4.7104	1.294	.048	20.43	p<.05
43	736	5.1386	1.037	.038	31.84	p<.05
61	724	5.2735	.866	.032	36.74	p<.05
71	730	5.2411	.896	.033	36.14	p<.05
74	730	3.0260	1.604	.059	-6.77	p<.05

Table 6-7 continues

77	725	4.5903	1.249	.046	18.39	p<.05
Principal						
47	734	3.8801	1.589	.059	5.63	p<.05
60	730	4.9425	1.082	.040	26.79	p<.05
72	729	5.1015	1.051	.039	29.91	p<.05
Librarian						
Higher Education						
56	724	3.6616	1.557	.058	2.36	p<.05
65	720	3.4639	1.392	.052	-.59	not significant
Locus of Control						
46	721	2.8960	1.412	.053	-9.91	p<.05
		(original mean of 46 = 4.10)				
50	731	2.5226	1.342	.050	-15.59	p<.05
54	727	2.5818	1.507	.056	-13.76	p<.05
68	729	2.3237	1.283	.048	-19.69	p<.05
76	723	3.4205	1.379	.051	-1.25	not significant
		(original mean of 76 = 3.58)				

Table 6-7 continues

Dogmatism						
45	732	2.2500	1.425	.053	-19.33	p<.05
49	732	1.4836	1.098	.041	-36.97	p<.05
57	725	2.5421	1.354	.050	-15.39	p<.05
58	717	2.0990	1.374	.051	-22.34	p<.05
66	720	2.2236	1.099	.041	-23.92	p<.05
75	724	3.4779	1.343	.050	-.41	not significant
Self-Esteem						
48	734	5.4550	.669	.025	45.06	p<.05
59	732	5.2705	.869	.032	36.55	p<.05
67	730	5.1397	.868	.032	34.65	p<.05

In the factor, policy, respondents agreed that a materials selection policy is effective in dealing with library material complaints. Similarly, they agreed that when the policy was followed during the challenge process, that challenged material had a greater chance of being retained.

An examination of the factor, community, showed that respondents agreed that assistance or support during a challenge from persons or organizations outside the school district would enable the librarians to be less intimidated. They agreed that information media such as newspapers or television could greatly influence outcome; and they agreed that the involvement of organized conservative groups could greatly influence the removal of materials.

In terms of school environments, there was agreement that librarians are respected faculty members; that the likelihood of retention increases when a principal and faculty work well together, and that librarians who work well with faculty on a day to day basis will find faculty members supportive when challenges occur. In addition, they agreed that assistance or support during a

challenge from others within the school or district would enable librarians to be less intimidated. They agreed that there would be less divisiveness during a challenge when principal and faculty already have a good working relationship, and they generally agreed that their school has the characteristics of an effective school. Responses showed no clear pattern in whether it was accurate to say that librarians often felt like second class citizens among faculty of a school.

In terms of the principal, respondents agreed that their principal would be viewed as a strong educational leader. They agreed that when there was a good day-to-day relationship with the principal and librarian that the principal would be supportive when library material was challenged. They agreed that the support of the principal was critical in the retention of challenged material.

In terms of higher education, the pattern of responses was mixed in reflecting upon whether higher levels of educational training equate with the retention of materials and whether librarians receive excellent training to prepare them to deal with challenges.

Locus of control was examined to determine the degree to which respondents believed in external control, i.e., determined by others or in internal control, i.e., determined from within the person. Librarians did not feel that they had little influence over what happened to them; they did not feel powerless in affecting the outcome of complaints to library media center materials; they did not feel that there was nothing the ordinary person could do. In terms of internal locus of control, respondents showed no clear pattern of agreement in whether they believe chance or luck played an important role in their lives. Respondents agreed that getting people to do the right thing depended upon ability.

Dogmatism was examined to determine whether librarians were prone to blindly accept authority such as that of the immediate supervisor, the principal. It was also designed to measure individual differences in openness and closedness of belief systems. In most instances, respondents disagreed with statements which supported authority roles. They did not feel that librarians should adhere to requests of the principal without question; they did not feel that there was one correct philosophy in the world; they did not agree that there was a need to rely on leaders or experts who could be trusted. Respondents did not feel that there were only two kinds of people in the world: those for the truth and those against the truth. They did not agree that most people do not know what's good for them. Respondents showed no clear pattern in whether it was upsetting when people

stubbornly refused to admit that they were wrong.

In terms of self-esteem, respondents agreed that they had a number of good qualities; that they take a positive attitude toward themselves; and that, on the whole, they were satisfied with themselves.

Thus, although there were exceptions relating to whether chance or luck played an important role in their life, whether it was upsetting whenever people stubbornly refused to admit they're wrong, and whether education for librarians was excellent in dealing with challenges, respondents, in general, agreed on statements of perspectives.

Responses Compared to Actual Challenge Process and Outcome

How did perceptions of school librarians compare to the actual findings in the challenge process? The perspectives statements, where appropriate, were compared to the challenge process and outcome. Their perceptions were fairly accurate reflections of the challenge process in terms of materials selection policy, importance of support of the principal and teachers.

Materials Selection Policy

Respondents indicated that they felt a materials selection policy was effective in dealing with school library material challenges and that when policy was followed, challenged material is more likely to be retained. Data collected on challenges support this belief. Librarians who reported that there was a written board approved policy had a higher incidence of retention than those reporting no policy, informal understood policy, or an unapproved but written policy. Further, when the written policy was used, there was a higher retention rate and a much lower removal rate than when the policy was not used or was partially used.

Community Environment

Respondents agreed that organized conservative groups could influence the removal of materials. Data collected indicate respondents felt some pressure from organized conservative groups (though not as much as parents, principals and teachers). Data also indicated that conservative groups

were believed to have initiated the reported challenge in only 2.5% of reported cases. Information was not collected on who actively supported the removal of challenged materials.

Respondents indicated the belief that information media could greatly influence the outcome to challenged materials. In actuality, information media (e.g., newspapers, TV, radio) seldom knew of the challenge, for 94% of respondents reported that information media had no knowledge of the complaint. In the few instances where such coverage was provided, support leaned somewhat toward retention. Of thirty-two (32) respondents providing some detail, where knowledge of the challenge was known, material was retained exactly 50% of the time, restricted 31.25%, and removed 18.8% of the time. This compares to an overall outcome rate of 52.3% retention, 21.6% restriction, and 26.1% removal. There are too few cases where information media became involved to generalize.

A majority of respondents (75.5%) agreed that librarians who receive outside assistance will be less intimidated during the challenge process. In actuality, 88.4% of respondents did not seek any outside assistance, and only 22.9% reported receiving outside assistance during the challenge. However, those who received outside assistance were more likely to report the retention of materials than those who did not.

School Environment

In terms of faculty relationships, respondents generally felt that librarians were respected members of the faculty, that good faculty relationships affected the retention rate of materials and that internal support was helpful to them during the challenge. In actuality, most librarians had limited classroom teaching experience. No experience in classroom teaching was reported in 31.5% of responses, while 31.6% of responses reported 1-5 years of teaching experience. There was a wide range of experience as a librarians, with 18.5% reporting 0-5 years experience and 16.4% reporting 21 years or more of experience. Although 75.5% reported feeling little or no pressure, where pressure in the selection of materials was felt, both principals and teachers (in that order) were viewed as sources of pressure in the selection of materials, second only to parents. Teachers were seen as initiating challenges in 13.4% of the time and principals were initiators 6.5% of the time.

During the challenge reported upon in the study, principals were viewed as supportive most of the time (62.4%). Although teachers were reported as being unaware of a challenge much of the

time, where they knew of a challenge, they were very supportive to the librarian (79.9%).

The support of principals and teachers was greatest when the challenge is written. When principals and teachers challenged materials, they were more likely to do so orally than any other group. (Principal challenges were oral 93.6% of time; teachers challenges were oral 88.7% of the time).

Principal

In terms of the principal, most felt that the principal would be more supportive when the principal and librarians had a good day to day relationship and that the support of the principal was critical to retention of materials.

In actuality, the support of the principal was found to make a difference in whether material was retained, restricted, or removed. Where principals were seen as supportive, challenges were more likely to result in retention.

Librarian's Characteristics

Responses were mixed on whether librarians with more education have higher retention of materials. In actuality, the level of formal education of the librarian did not significantly affect the outcome to challenges to materials.

Librarians reporting retention appeared to have a greater sense of internal locus of control than those who did not.

Librarians generally did not demonstrate an absolute acceptance of others' directives based on others' authoritative position, while those who reported retention were even less likely to indicate an unquestioning acceptance of directives.

Regardless of outcome, librarians exhibited positive self-esteem when compared to locus of control and dogmatism.

Statement Responses According to Challenge Outcome

Of primary concern to the investigator was the question of whether the respondents differed significantly in their perceptions in terms of whether challenged materials were retained, restricted, or removed. For that reason, responses from the thirty-one (31) statements were examined in terms of the dependent variable, outcome. Analyses of variance were used to determine whether there were significant differences in responses by outcome to challenged material (material was retained, restricted, or removed). Of the thirty-one (31) items, sixteen (16) showed statistically significant differences at the <.05 level.

There were statements within each factor grouping studied that showed significance according the outcome of challenges to material with the exception of the factor, self-esteem.

When the outcome was retention, there was stronger agreement about the effectiveness of the materials selection policy. There was also stronger agreement about the importance of following the policy. See table 6-8.

Table 6-8

Analysis of Variance: Policy Statements and Outcome

#51: A materials selection policy is effective in dealing with LMC complaints.

Policy	Mean	S.D.	N
Retain	5.3587	.9815	315
Restrict	5.0229	1.0412	131
Remove	4.8129	1.2933	155

Total N: 601

$F = 26.4032$ (1,598), $p<.05$

#69: When the library media materials selection policy is followed during the challenge process, challenged material has a greater chance of being retained.

Policy	Mean	S.D.	N
Retain	5.4505	.8076	313
Restrict	5.1484	1.0355	128
Remove	5.1169	1.0094	154

Total N: 595

$F = 13.7220$ (1,592), $p<.05$

Thus, in terms of policy, respondents were more likely to agree that a materials selection policy was effective in dealing with challenges when the outcome was retention than when material was removed or restricted. Similarly, those who had material retained were more likely to agree that material had a greater chance of being retained when the policy was followed than those who had material removed or restricted. Both statements measuring policy were significant by outcome.

When the outcome was retention, respondents were more likely believe that outside assistance during a challenge was helpful to the school librarian. When the outcome was retention, respondents were less likely to believe that organized conservative groups greatly influenced the removal of materials. See table 6-9.

Table 6-9

Analysis of Variance: Community Statements and Outcome

#63: Organized conservative groups that are involved in attempts to remove LMC material can greatly influence the removal of materials.

Policy	Mean	S.D.	Total
Retain	4.4441	1.2106	313
Restrict	4.7674	1.0117	129
Remove	4.9156	1.1487	154

Total N: 596

$F = 17.2195, (1,593), p<.05$

#44: Library media specialists who receive assistance or support during a complaint from persons or organizations outside the school district will be less likely to be intimidated during the challenge process.

Policy	Mean	S.D.	Total
Retain	5.1827	1.0248	312
Restrict	5.0469	1.1896	128
Remove	4.8247	1.3291	154

Total N: 594

$F = 10.0578, (1,591), p<.05$

Thus, in terms of community, respondents who have material retained were less likely to feel that organized conservative groups can greatly influence the removal of materials than those whose outcome was restriction or removal. Also, those whose outcome was retention were more likely to feel that assistance received outside the district helped the librarian to be less intimidated than those report who report that material was removed. Only statement 55, "Information media in the community such as newspapers or television can greatly influence what happens to LMC material(s) that is challenged," failed to show significance by outcome.

When the outcome was retention, respondents were more likely to believe that school librarians were respected members of the school faculty; that a good working relationship between a principal and faculty helped in the retention of materials. When challenged material was retained, respondents were more likely to to indicate that teachers would be supportive in a challenge when a good working relationship already existed, and respondents were more likely to value internal assistance during a complaint. See table 6-10.

Table 6-10

Analysis of Variance: School Environment Statements and Outcome

#41: Library media specialists are respected members of the school faculty.

Policy	Mean	S.D.	Total
Retain	4.7310	1.2139	316
Restrict	4.5308	1.3011	130
Remove	4.4459	1.3840	157

Total N: 603

Table 6-10 continues

F = 5.2147, (1,600), p<.05

#42: When a principal and faculty work well together, you can expect LMC materials to be retained when a challenge occurs.

Policy	Mean	S.D.	Total
Retain	5.0190	1.1564	315
Restrict	4.6718	1.2615	131
Remove	4.2179	1.4426	156

Total N: 602

F = 42.2456, (1,599), p<.05

#43: Library media specialists who work well with faculty members on a day-to-day basis will find teachers supportive when LMC material is challenged.

Policy	Mean	S.D.	Total
Retain	5.2658	.9556	316
Restrict	5.1756	.9726	131
Remove	4.7962	1.2544	157

Total N: 604

Table 6-10 continues

F = 21.1915, (1,603), p<.05

#61: Library media specialists who receive assistance or support during a complaint from others within the school or district will be less likely to be intimidated during the challenge process.

Policy	Mean	S.D.	Total
Retain	5.3866	.7558	313
Restrict	5.1783	.9957	129
Remove	5.2026	.9058	153

Total N: 595

F = 3.9166, (1,592), p<.05

Thus, in terms of school environment, those who reported material was retained were more likely to feel that librarians were respected members of the school faculty. Those who reported that material was retained were also more likely to feel that when a principal and faculty work well together, you can expect library materials to be retained when a challenge occurs. Similarly, those who reported retention of material were more likely than those who had material removed to feel that those librarians who work well with faculty on a day-to-day basis will find teachers supportive when library material is challenged. Finally, those reporting retention were also more likely to agree that assistance or support from others during the complaint would enable librarians to be less intimidated during the challenge process. Statements 74 and 77 did not show significance according to outcome (#74: Based on my first-hand kinwledge, it is accurate to say that library media specialists often feel like second class citizens among the faculty of a school. #77: Most people wou!d say that my school has the characteristics of an effective school, such as clear goals, dedicated staff, high expectations, parent-community environmnet, and positive learning climate.)

When the outcome was retention, respondents were more likely to believe that a good working relationship with the principal was important in having the principal's support during a challenge process. See table 6-11.

Table 6-11

Analysis of Variance: Principal Statements and Outcomes

#60: Library media specialists who work well with the principal on a day-to-day basis will find the principal supportive when LMC material is challenged.

Policy	Mean	S.D.	Total
Retain	5.0981	.9920	316
Restrict	4.9389	1.0652	131
Remove	4.7032	1.2441	155

Total N: 602

$F = 13.9588, (1,599), p<.05$

Thus, in terms of principal, those who reported that material was retained were more likely than those who reported material removal to feel that librarians who work well with the principal on a day-to-day basis would find the principal supportive when library material was challenged. Statements 47 and 72 did not show significance by outcome. (#47: Most people would view my school principal as a strong educational leader. #72 The support of the principal is critical in the retention of challenged LMC material.)

When the outcome was retention, respondents were more likely to believe that school librarians with higher educational training could expect a higher level of retention. See table 6-12.

Table 6-12

Analysis of Variance: Higher Education Statement and Outcome

#56: The higher the level of educational training held by the librarian media specialist who gets complaints about LMC materials, the greater the likelihood that LMC material will be retained.

Policy	Mean	S.D.	Total
Retain	3.7643	1.5609	314
Restrict	3.6693	1.5839	127
Remove	3.4516	1.6443	155

Total N: 596

$F = 4.0252, (1,593), p<.05$

Thus, in terms of higher education, librarians who report that challenged material was retained were more likely to agree that the likelihood of retention was greater when the librarian's level of education was higher. Statement 65 did not show significance by outcome. (#65: Library media specialists receive excellent training in higher education programs to prepare them to deal with challenges to LMC materials.)

When the outcome was retention, the degree of internal locus of control was higher and librarians were less likely to have a sense of powerlessness. See table 6-13.

Table 6-13

Analysis of Variance: Locus of Control Statements and Outcome

#54: Even though support groups such as other librarians and library organizations exist, library media specialists are really powerless in affecting the outcome of complaints to LMC materials.

Policy	Mean	S.D.	Total
Retain	2.2222	1.4525	315
Restrict	2.7031	1.4106	128
Remove	2.9679	1.5426	156

Total N: 599

F = 26.9311, (1,596), p<.05

#68: This world is run by the few people in power and there is not much the ordinary person can do about it.

Policy	Mean	S.D.	Total
Retain	2.2197	1.2356	314
Restrict	2.3154	1.2882	130
Remove	2.5355	1.3783	155

Total N: 599

Table 6-13 continues

F = 6.2631, (1,596), p<.05

#76: It is impossible for me to believe that chance or luck plays an important role in my life.

Policy	Mean	S.D.	Total
Retain	3.5783	1.3544	313
Restrict	3.2813	1.3743	128
Remove	3.2418	1.3670	153

Total N: 594

$F = 6.2712, (1,591), p<.05$

Thus, in terms of locus of control, librarians who report that challenged material was retained are less likely to agree that librarians are really powerless in affecting the outcome of materials than those who had material removed or restricted. Those who report retention are less likely to believe that the world is run by the few people in power and there's not much the ordinary person can do about it than those who report removal. They are more likely to agree that they don't believe that chance or luck plays an important role in their lives than those who report that material has been removed. Statements 46 and 50 did not show significance according to outcome. (#46: Getting people to do the right thing depends upon ability. Luck has little or nothing to do with iw. #50: Many times I feel that I have little influence over the things that happen to me.)

When the outcome was retention, respondents showed a lesser degree of dogmatism, and less rigidity in their absolute acceptance of the principal's authority. See table 6-14.

Table 6-14

Analysis of Variance: Dogmatism Statements and Outcome

#45: It is appropriate for the library media specialist to adhere to requests of the principal without question.

Policy	Mean	S.D.	Total
Retain	1.9270	1.2910	315
Restrict	2.4231	1.4298	130
Remove	2.6115	1.5344	157

Total N: 602

F = 25.4730, (1,599), p<.05

#57: In this complicated world of ours, the only way we can know what's going on is to rely on leaders or experts who can be trusted.

Policy	Mean	S.D.	Total
Retain	2.4177	1.3055	316
Restrict	2.6094	1.3645	128
Remove	2.8117	1.4131	154

Total N: 598

Table 6-14 continues

F = 8.8629 (1,595), p<.05

#75: It upsets me whenever people stubbornly refuse to admit they are wrong.

Policy	Mean	S.D.	Total
Retain	3.3333	1.3071	312
Restrict	3.4806	1.3056	129
Remove	3.7208	1.4211	154

Total N: 595

$F = 8.6563, (1,592), p<.05$

Thus, in terms of degree of dogmatism, those who reported that material was retained were less likely than those who had material removed or restricted to agree that the librarian should adhere to the requests of the principal without question. They were also less likely to feel that the only way we can know what's going on is to rely on leaders or experts who can be trusted than those who had material removed. Those who report that material was retained were less likely than those reporting removal to indicate that they found it upsetting when people stubbornly refuse to admit that they're wrong. Statements 49, 58, and 66 did not show significance by outcome. (#49: Of all the different philosophies which exist in this world, there is probably only one which is correct. #58: There are two kinds of people in this world: those who are for the truth and those who are against the truth. #66: Most people don't know what's good for them.)

In summary, for several statements, perceptions of librarians vary significantly depending upon whether respondents experienced retention, restriction, or removal of materials. The only factor in which statistical significance according to outcome was not found to be related to outcome was self-esteem. Regardless of outcome, responses indicate a high level of self-esteem on the part of the librarians compared to the other psychological measures included in Section D.

Overall Summary

Chapter 6 examined the responses of librarians to statements in Section D of the questionnaire in Phase 2, "Perspectives of the Library Media Specialist." From a total of 37 statements, 31 were given further testing. Agreement was found among respondents for most individual items and for most factors being examined. Respondents agreed that a materials selection policy was important, and that if it were followed, that challenged material would be more likely to be retained. They agreed that support from within the school district as well as outside the district was important. They agreed that the support of the principal and teachers was important during the challenge process. They exhibited a sense of internal locus of control; exhibited low degree of dogmatism, and a high sense of self-esteem.

When the statements were examined further to determine if agreement occurred whether challenged material had been retained, restricted, or removed, it was found that statements within all factors except the factor, self-esteem, showed significant differences according to whether the result of a challenge was retention, restriction, or removal.

CHAPTER 7

THE RESEARCH QUESTION

Chapter 5, "Challenge Outcomes," was concerned with the identification of independent variables which, when compared to dependent variables retain, restrict, or remove, were individually found to be significant. When looking at the variables one by one, findings included the following:

- the lowest rate of retention by region was reported in the South;

- challenges involving board approved policies showed higher retention rates than no policy or other types of policies;

- assistance received within the district resulted in a higher rate of retention;

- schools with larger enrollments had a higher level of retention;

- support of the school principal resulted in a higher rate of retention;

- support of teachers in the school resulted in a higher rate of retention;

- assistance received outside the district resulted in a higher rate of retention;

- parent-initiated challenges were more likely to result in a higher rate of retention than challenges initiated by principals or superintendents;

- written complaints resulted in a higher level of retention than oral complaints.

Each of the above independent variables was found to influence the dependent variable, outcome. While this information is important, it still only partially answers the question, "What factors influence the outcome to challenges of materials in secondary school libraries?" Some of these effects will be inter-related, so it is important to analyze the relationship of each independent variable in the presence of all others. Additional statistical tests were sought to point the direction toward which factors made the greatest difference in determining whether a challenge resulted in retention, restriction, or removal.

Logistic regression analysis was selected as the statistical analysis appropriate in discovering which factors were important in predicting the likelihood of retention or nonretention (restriction or removal) of materials. Logistic regression is a statistical technique that estimates the probability of an event occurring vs. not occurring given information about the environment surrounding that event. In this study, the event has been defined as the retention of materials vs. the nonretention of materials, i.e., restriction or removal of material. Information about the environment in which the outcome occurred includes information on the school, community, the librarian, and events surrounding this decision. This information was gathered through the questionnaire, but in nearly all cases, the form of this information needed to be altered to make it more acceptable to statistical analysis. Factor analysis was performed to extract and combine information from these questions into a smaller number of variables, thus reducing the dimensions that needed to be considered in the analysis. On the other hand, questions with categorical responses were split apart into a series of dichotomous variables (one for each level of the original variable) to allow estimation of the effects of each level individually for statistical reasons. Again, for statistical reasons, one of the levels of each categorical variable had to be excluded from the regression. The excluded level is referred to as the reference level or standard. Thus, the estimated effect of the reference level is included in the constant term of the model, and the coefficients associated with each of the remaining dichotomous variables measure the effect of their respective levels relative to this reference level. Due to statistical considerations, the dependent variable in this type of regression is the logit of the probability and the coefficients for each of the independent variables included in a regression represent the effects of each of these on the logit. Some implications can be made regarding the probability of the event that has been set out to estimate from the logit without transforming the estimated coefficients from logit to event. A positive coefficient estimate means that an increase in the value of the associated variable will increase the probability of nonretention, while a negative coefficient will decrease the probability of nonretention. For further information, consult Hosmer (1989). In summary, the dependent variable, outcome, was looked as a binary dependent variable in conjunction with the independent variables found in the questionnaire.

The independent variables were grouped and recoded, where necessary, based, in part, on question format and frequency of response, into principal components to be used for the logic regression. Principal component categories were as follows:

- initiator
- community environment
- school environment
- librarians's characteristics
- measures of dogmatism
- measures of locus of control
- measures of self-esteem
- complaint background
- policy

With the exception of statements in Section D, "Perspectives of the Library Media Specialist," measuring dogmatism, locus of control, self-esteem, and statement 77, which looked at effective schools, the regression analysis focused on questionnaire items 1 - 40.

Where respondents were able to select one response from two or more (example: gender), one of the responses was selected as the reference category to enable comparison to those remaining. Thus, the item asking gender gave the choices of male or female. Female was selected as the reference category. See appendix I for definitions of reference categories and the summary of the principal components used for the regression. See appendix D for the questionnaire, and appendix K for the questionnaire divided according to factor.

The logistic regression analysis involved several steps. The steps reported in this chapter may be summarized as follows:

(1) Stepwise procedure in which the SPSS program took all the variables and selected the ones that were significant. This suggests overall factor importance.

(2) Principal components within categories identified as significant were examined as a whole.

(3) All questions within a factor were looked at together to identify major contributors to a factor.

There were 739 responses considered throughout the report. Of these, 606 provided responses

indicating that challenged materials were retained, restricted, or removed. Because data considerations for the logistic regression require that only cases which have no missing values for all variables used in the logistic model to be included in the analysis, the logistic regression included 487 or 80.4% of responses which focused on the outcomes, retained, restricted, or removed.

Because the investigator was interested, ultimately, in retention and nonretention, the dependent variables were reduced to two levels.

The logistic regression analysis in a stepwise fashion had the following results:

Table 7-1

Logistic Regression Analysis Results of Significance

Variable	Logit Coefficient	Standard Error	Chi Square	DF	Significance
Question 22-2 (Principal as Initiator)	.8665	.2717	10.1706	1	<.05
Community 13 (Outside Assistance)	-.4275	.1385	9.5228	1	<.05
Environment 12 (Assistance Within District)	-.2881	.1261	5.2178	1	<.05
Dogmatism 12 (Questions 45 and 49)	.2696	.1141	5.5825	1	<.05
Question 32 (Support for Retention)	-.4022	.0588	46.7669	1	<.05
Question 33 (Support for Removal)	.6990	.0939	55.4418	1	<.05
Policy 11 (Written Policy and Use During Challenge)	-.2930	.1174	6.2271	1	<.05

The sign of the logit coefficient in Table 7-1 can be examined to determine the direction of the significance and can be summarized as follows:

A. Probability of Retention

There is a greater probability of retention when:

- there is outside assistance during the challenge;

- there is assistance within the district during the challenge;

- there is support for retention

- there is a written policy in the district that is used during the challenge.

B. Probability of Nonretention

There is a greater probability of nonretention when:

- the principal initiates the challenge;

- the librarian exhibits attitudes which may be measured as dogmatic (i.e., adheres without question to principal's authority; closed belief system);

- there is support for removal.

Thus, the logit regression suggests that the most important factors in influencing retention are a written board approved policy and internal and external support for retention. The logit regression suggests that the most important factors in influencing nonretention are the principal as initiator of the challenge, the librarian's willingness to follow directives without question or closed belief system, and support for removal.

The logit regression suggests that the conceptual model that was tested in this study was generally correct, but that the path to the outcome can be a more specific one. It suggests the following model for retention of challenged materials:

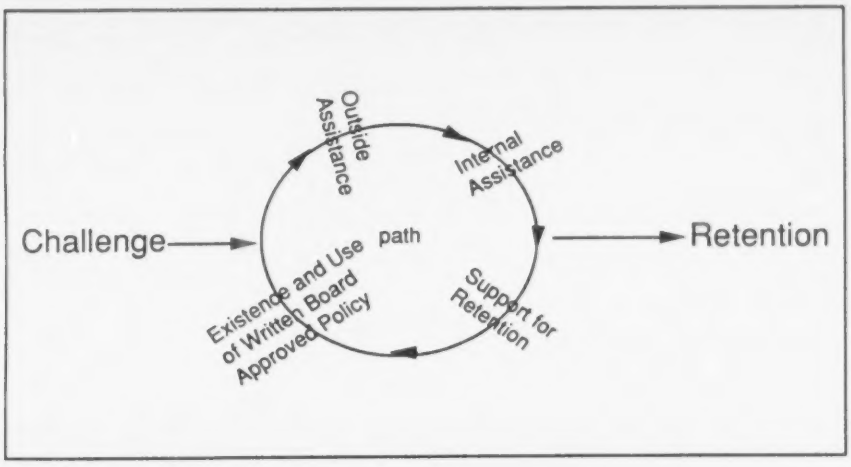


Figure 7-1
Suggested Conceptual Model for Retention

The logit regression suggests the following model for nonretention of challenged materials:

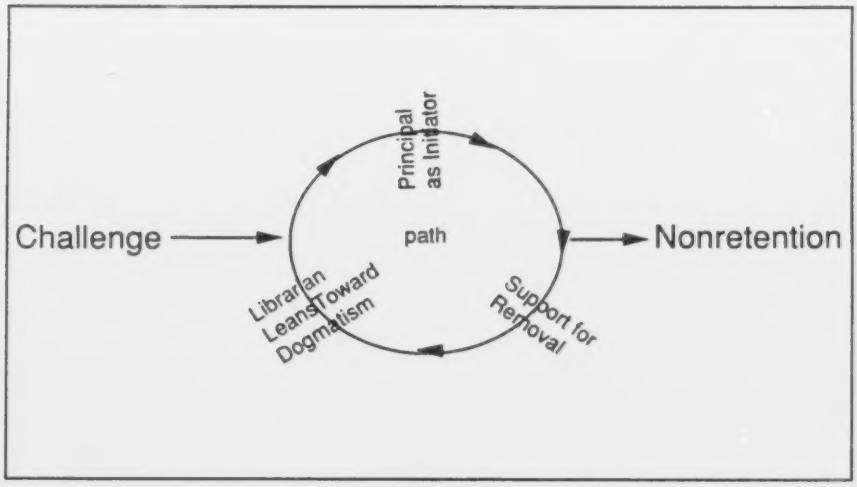


Figure 7-2
Suggested Conceptual Model for Nonretention

Discussion of Significant Variables in Regression

Question 22-2 represented questionnaire item 22, "Who was primarily responsible for initiating the most recent challenge?" and the response "principal." In Chapter 5, "Challenge Outcomes," it was shown that initiators who were district administrators, principals, and parents affected the outcome. Complaints from principals were found to result more likely in fewer retentions, and more restrictions and removals than others. See table 5-7.

Community 13 represented questionnaire items 30, "To what extent did you seek assistance from outside the district during the complaint process?" and 31g, "Regardless of whether you sought assistance or not, from whom did you receive assistance outside the district?" G represented "other." In chapter 5, "Challenge Outcomes," it was shown that those receiving assistance from outside the district during the complaint process were more likely to have challenges result in retention than those that had not. When identifying from whom outside assistance was received, the category "other" was found to be significant in terms of outcome, while other categories were not statistically significant. See Table 5-14.

Environment 21 represented questionnaire items 28, 29a, 29b, and 29c. Item 28 stated. "To what extent did you seek assistance from within the school or district during the time of the challenge process?" Item 29 states, "Regardless of whether you sought assistance or not, from whom did you receive assistance within the district during the challenge process?" Categories included in environment 21 were (a) library media specialists in the district; (b) district library media coordinator/director, and (c) school principal. Chapter 5, "Challenge Outcome," discusses assistance provided within the school district. There was a higher retention rate for those who sought assistance in the district than for those that did not. See table 5-13. Similarly, those who reported receiving assistance were more likely to have material retained and less likely to have material removed when compared to those who did not receive assistance. Assistance from library media specialists, library media coordinator\director, and school principal were among the categories found to be significant.

Dogmatism 12 focused on statements 45 and 49 in the questionnaire, "It is appropriate for the library media specialist to adhere to requests of the principal without question," and "Of all the different philosophies which exist in this world, there is probably only one which is correct," respectively. Chapter 6, "Perspectives of the Librarian," discusses dogmatism. Dogmatism was

examined to determine whether librarians were prone to blindly accept authority, and focused on that of the immediate supervisor, the principal. It was also examined to determine the degree to which librarians exhibited closed belief systems. In most instances, respondents disagreed with statements supporting dogmatism. When responses to statements were examined by outcome, statistical significance was found for statement #45. As a follow-up, all statements in the dogmatism area were examined (i.e., 45, 49, 57, 58, 66, 75). The result was as follows:

	Logit Coefficient	S.E.	Chi Square	Significance
Dogmatism 1 (11 and 12)	.4618	.1552	9.206	$p < .05$

Thus, as a whole, the factor, dogmatism can be viewed as significant in nonretention of materials.

Question 32 was as follows: "Was there active support for retention of the challenged material? Supporters might include board members, administrators, teachers, students, parents, community individuals, and groups." Chapter 5, "Challenge Outcomes," examined this question. Where there was active support for retention, challenged material was more likely to be retained and less likely to be restricted or removed. See table 5-15.

Question 33 was as follows: "Was there active support for removal of the challenged material? Supporters might include school board members, administrators, teachers, students, parents, community individuals, and groups." Chapter 5, "Challenge Outcomes," examined this question. Where there was active support for removal, challenged material was more likely to be removed or restricted and less likely to be retained. See table 5-16.

Policy 11 represented questionnaire items 12, "Indicate the extent to which there is a policy for the selection of library media materials," and 25, "In your opinion, to what extent was the library media materials selection policy used during the challenge process?" In chapter 5, "Challenge Outcomes," it was found that when the policy was followed, material had a greater likelihood of retention than when the policy was not used at all. When the policy was used fully, there was a greater likelihood of retention. Chapter 5 also showed that having a written policy resulted most

often in retention compared to no policy, informal policy, and written but not approved policy. See tables 5-8 and 5-9.

Statements which comprised Policy 11 were examined individually to determine which questions lent the most in significance. Results are provided below.

	Logit Coefficient	S.E.	Chi Square	Significance
Q 12-2 (Written, not approved, policy)	.0760	.4409	.0297	not significant
Q 12-3 (written, approved policy)	-.3228	.2825	1.3053	not significant
Q 25	-.3174	.0612	26.9110	$p<.05$

Thus, the extent to which the policy was used was significant in the retention of challenged materials.

An Examination of Each Factor in Terms of Retention and Nonretention

Logit analysis was also used to examine each factor being tested to determine which parts of a factor contributed to outcome. The factors examined were initiator of the challenge, community environment, school environment, librarian's characteristics, dogmatism, locus of control, librarian's self-esteem, complaint background, and policy. See appendix I. The logit also suggests whether the category relates to retention or nonretention.

For the factor, initiator, 606 responses were used. The groupings of question 22-1 (board, teacher, superintendent) and 22-2 (principal) were compared to the reference category, parents. Principals were found to be significantly different from parents in outcome to challenges. According to the direction of the logit coefficient, when the principal initiated a challenge, the influence was toward nonretention. See appendix J.

For the factor community environment, 540 responses were used. Only one item in this category was significant. as measured in question 30, "To what extent did you seek assistance from outside the district during the complaint process?" According to the direction of the logit coefficient, the influence of question 30 is suggested as influencing retention. See appendix J.

For the factor, school environment, 542 responses were used. The groupings of all of the questions in this category resulted in one significant item, teachers, as measured in question 27, "What best describes the level of support given to you by teachers in the school who knew of the challenge?" According to the direction of the logit coefficient, teachers were found to influence retention. See appendix J.

For the factor, librarian's characteristics, 564 responses were used. The groupings of all questions in this category resulted in two variables, pressure and racial heritage, as being significant. Specifically, 14e, pressure from teachers, and white as compared to nonwhite librarians were selected in the logit. Question 14: "If any pressure is felt, what do you consider to be the sources (s) of the pressure? Choice e was teachers. In terms of teachers, a significant relationship was found in terms of pressure from teachers and retention of materials. Question 11: What is your racial heritage? Grouped by white and nonwhite, "white" was the reference category. Nonwhite librarians were found to differ from white librarians. A significant relationship was found as it related to nonretention. See appendix J.

Librarian's characteristic, dogmatism, was examined using 576 responses. Six statements were measures of dogmatism (45, 49, 57, 58, 66, 75). Of these, statement 45 was significant: "It is appropriate for the library media specialist to adhere to request of the principal without question." According to the direction of the logit, this statement was found to influence removal, i.e., librarians who agreed with this statement were more likely to have materials removed. See appendix J.

Librarian's characteristic, locus of control, was examined using 580 responses. Five statements were measures of locus of control (46, 50, 54, 68, 76). Of these, statements 54, "Even though support groups such as other librarians and library organizations exist, library media specialists are really powerless in affecting the outcome to complaints of library media center materials," and 76, "It is impossible for me to believe that chance or luck plays an important role in my life," were significant. According to the direction of the logit, statement #54 influenced removal, i.e., librarians who agreed

with this statement were more likely to have material removed. According to the direction of the logit, statement #76 influenced retention, i.e., librarians who agreed with this statement were more likely to have material retained. See appendix J.

Librarian's characteristic, self-esteem, was examined using 598 responses. Three statements were measures of self-esteem. None of the items was deemed significant in relation to outcome. This corresponds with findings in chapter 6, "Perspectives of the Librarian," which found no significant differences in self-esteem measures based on outcome of challenges. See appendix J.

For the factor, complaint background, 579 responses were used. Complaint background examined question 20 (form of complaint), 17 (type of material challenged), and whether there was support for retention (#32) or removal (#33). Significance levels were found for 17a, nonfiction books challenged; 17e, magazines challenged; 32, support for retention and 33, support for removal. Although in chapter 5, "Challenge Outcomes," significance was found for support for retention and outcome, and support for removal and outcome, the outcome to materials was not found to vary based on the type of material that was challenged. It is the only area for which agreement with individual analyses was not found. More study is required. According to the direction of the logit coefficient, statement 32 supported retention; statement 33 supported nonretention; 17a and 17e supported nonretention. See appendix J.

For the factor, policy, 594 responses were used. Of the questions examined here, i.e., 12 and 25, question 25, "In your opinion, to what extent was the library media materials selection policy used during the challenge process?" was found to be significant when compared to outcome. Also, 12-3, written, approved policy was also found to be significant. Both were said to support retention, according to the direction of the logit coefficient. See appendix J.

Summary of Each Factor

When logit analysis was used to examine each factor being tested, levels of significance were found as follows:

Factor	Significant Area(s)	Influence
Initiator	Principal	Nonretention
Community Environment	Outside Assistance	Retention
School Environment	Teachers	Retention
Librarian's Characteristics	Pressure From Teachers	Retention
	Racial Background	Nonretention
	Dogmatism	Nonretention
	External Locus of Control	Nonretention
	Internal Locus of Control	Retention
Complaint Background	Nonfiction Books	Nonretention
	Magazines	Nonretention
	Support for Retention	Retention
	Support for Removal	Nonretention
Policy	Board Approved Written	Retention
	Extent of Use	Retention

Overall Summary

Logistic regression analysis was used in an effort to identify variables which contributed most to the retention or nonretention of materials. The results suggest variation in the factors influencing the outcome. The probability of retention is viewed as greatest when there is external or internal assistance provided during the challenge, when there is a written policy in the district that is used

during the challenge, and when there is support for retention. The probability of nonretention is viewed as greatest when the principal is the initiator of the challenge, when the librarian exhibits attitudes toward dogmatism, and when there is support for removal.

Logistic regression analysis was also used to examine each of the factors being studied. The factors were initiator, community environment, school environment, librarian's characteristics, complaint background, and materials selection policy. The likelihood of retention is viewed as greatest when there is outside assistance, when teachers are supportive or put pressure on the librarian, when the librarian demonstrates internal locus of control, when there is support for retention, and when there is a board approved written selection policy that is used during the challenge process. The likelihood that materials will not be retained is greatest when the principal initiates the challenge, when the librarian is nonwhite, when the librarian exhibits external locus of control, when the librarian is dogmatic, and when there is support for removal.

The findings of the logit analysis by factor generally agree with the logit analysis for the entire questionnaire.

CHAPTER 8

STUDY SUMMARY AND RECOMMENDATIONS

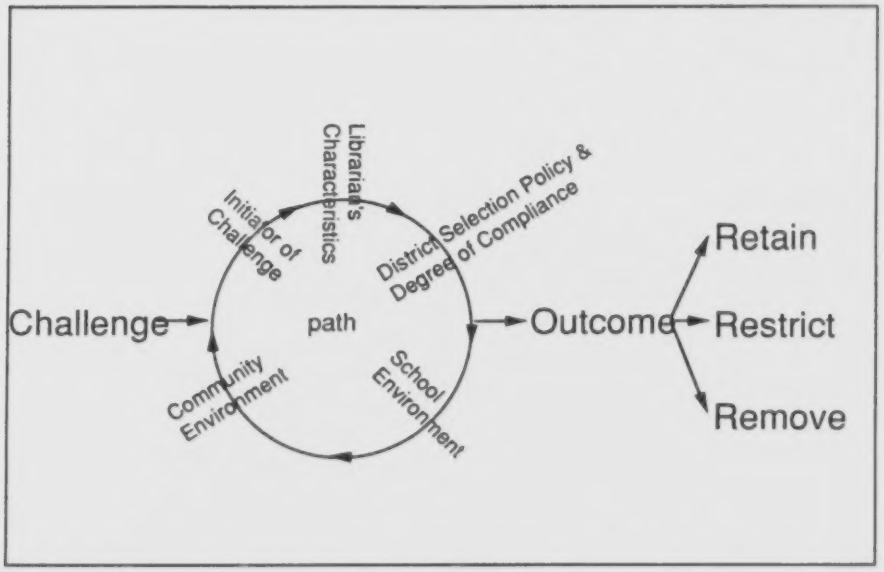
Introduction

A national study of library material challenges in secondary level public school libraries was conducted in the 1989-90 school year. The overall purpose of the study was to identify the factors which influenced whether challenges to materials resulted in retention, restriction, or removal of materials. The study examined the most recent resolved challenge to library materials occurring in a three year period. The factors that were examined focused on the district materials selection policy, characteristics of the librarian, school environment, community environment, initiator of the challenge, and complaint background.

The study was conducted in two phases. Phase 1 was discussed in Chapter 3. Phase 1 was the distribution of a one page questionnaire to a proportionate, stratified random sample of public schools with grades 7 or higher. The envelopes were addressed to "Library media specialist." The sample was stratified by community size ranging from large central cities to rural communities. From a population of 34,644, a sample population of 6617 was selected and sent the questionnaire. The questionnaire was designed to identify those schools that had experienced challenges to library materials in any of the years 1986-87, 1987-88, and 1988-89. From a response rate of 72% or 1661, it was learned that 64.1% of respondents reported no challenges, while 35.9% reported one or more challenges.

Respondents to the one page questionnaire who reported one or more challenges received a second questionnaire in spring, 1990 which focused on four parts. Phase 2 was discussed in Chapters 4, 5, 6, and 7. Section A focused on background and provided information about the school and school district, as well as background information about the librarian, such as age, years of experience, and education. Section B focused on school library materials selection and complaints. Section C focused on the most recent resolved complaint occurring since September, 1987. Section D of the questionnaire focused on perspectives of the librarian, reflecting on the librarian's professional experience, and of the school, community and national environments.

The identification of variables used in the development of the Phase 2 questionnaire centered on the conceptual model, figure 1-2 reprinted below.



The development of the conceptual model and discussion of existing research reports is found in Chapter 1. The model suggests that the outcome to challenged materials is influenced by the district materials selection policy, i.e, existence and use during a challenge process; librarian's characteristics (including level of formal education, years of professional service, age, sense of pressure in the selection of materials, sense of self-esteem, locus of control, attitude toward authority); school environment (including level of principal's support, level of teachers' support, size of school, positive school climate). The model also suggests that the outcome to challenged materials is influenced by community environment (including information media support, size of overall community, and support received outside school). Finally, the model suggests that the initiator of the challenge influences the outcome as well.

The results of the study will be examined according to the factors named in the previous paragraph, and more importantly, according to the research that was identified in the development of the model. At the end of the discussion, additional areas of study suggested by the study's results will also be offered.

Review of Library and Other Relevant Research Literature

The major studies included in the development of the conceptual model were those of Fiske (1959), Farley (1964), Busha (1972), Pope (1974), and England (1974). Of these, Fiske, Farley, and Pope included a focus on school libraries, while Busha and England offered additional insights, although they did not focus on schools. Other school-related examinations of challenges to materials are those of Woodworth (1976), Wisconsin Department of Public Instruction (1980, 1981a, 1981b), Limiting What Students Shall Read (1981), Bracy (1982), McDonald (1983), and Jenkinson (1985). Variables suggested by the review of library literature in intellectual freedom are individually discussed below. Where findings are reported as significant, they have been found to be statistically significant at the .05 level. The variables, in broad categories, are materials selection policy, characteristics of the school librarian, school environment, community environment, and initiator of the challenge.

Materials Selection Policy

Several studies focusing on the outcome of challenges show a positive relationship between the existence and use of a materials selection policy, and the retention of challenged materials in the collection (Fiske, 1959; Woodworth, 1976; Wisconsin Department of Public Instruction, 1980, 1981a, 1981b; Limiting What Students Shall Read, 1981; Bracy, 1982). These studies indicate that the more completely a policy is used, the greater the likelihood that material will be retained.

The findings of the 1990 national study support the research summarized above. The majority of respondents, i.e., 72.1% report having a written board approved policy for the selection of materials. These policies were largely approved in the 1980s. It was found that board approved written policies result in the retention of materials more than schools reporting no policy, informal policy, or a written but not board-approved policy. It was also found that when the policy was followed, material had a greater likelihood of retention than when the policy was not used.

Thus, the materials selection policy and its degree of use was found to be a variable which influenced the outcome of challenges to school library materials in the 1990 study.

Characteristics of the Librarian

Certain characteristics of the librarian have been found to relate positively to the librarians' likelihood of voluntary censorship. They were included in the study because they raise legitimate questions about the likelihood of the librarian to support intellectual freedom and challenged materials actively and vigorously when a challenge occurs.

Years of Professional Service

Although Fiske (1959) and Farley (1964) found positive relationships between restrictiveness and years of professional service, findings of this variable, when compared to other studies, were not consistent (Serebnick).

The 1990 national study found that librarians reported a wide range in the total years of professional service as school librarians in all categories (see Table 4-8). When the years of service as a school librarian were examined in terms of outcome, it was found that there was no significant difference in whether challenged material was retained, restricted, or removed according to total years as a school librarian or total years as a school librarian in the school receiving the questionnaire. Similarly, although there was some variation in years of classroom teaching and outcome of complaints, there was no statistically different variation.

Sense of Status

The Fiske (1959) discussion of the paradox in school librarianship suggested that the librarian's sense of self-worth, status, and isolation, might greatly influence the librarian's active involvement in the support of intellectual freedom and challenged materials. The discussion of self-worth has been seen as highly related to the relationship of the school librarian and the principal, and suggested that the school principal might influence the behavior of the librarian when library material was challenged. The influence, it was suggested, might be affected, in part, by the librarian's sense of status. The relationship of the administrator and the subordinate librarian is discussed by Fiske (1959), Farley (1964), and Busha (1972).

The 1990 national study used four validated self-esteem statements to ascertain a gross estimate of the librarian's sense of self-esteem. In all cases, the librarian's sense of self-esteem was high. This was found to be consistent across respondents, and was not affected by the outcome to challenged material.

Age

Busha (1972), England (1974), and Pope (1974) suggest age as a variable in intellectual freedom. Overall, while age has been found to relate to a willingness to restrict books in libraries, the finding has not been consistent. It emerged, therefore, as a variable that was less clear than others.

The national study found that the ages of the respondents ranged from 25 - 70 years, with the majority of respondents, i.e., 73.3%, in their forties or fifties. Age was not found to be statistically significant in terms of outcome to challenges.

Sense of Pressure

Fiske (1959), England (1974), and Wisconsin Department of Public Instruction (1980, 1981a, 1981b) address the effect of the librarian's sense of pressure. The studies suggest that within the context of a challenge to materials, that the librarian who feels under pressure or who fears challenges to materials is less likely to promote intellectual freedom and defend materials actively when challenges occur.

Phase 1 of the national study asked a general question about the librarian's sense of pressure, i.e., the extent to which they felt under pressure in the selection of library materials. Although most school librarians reported feeling under little pressure, the percentage of librarians feeling under pressure was almost double for those who had experienced challenges compared to those who had not. There were 11.4% librarians who did not report having challenges who indicated feeling under some degree of pressure. This compares to 20.7% of librarians for the same question who report having challenges.

In phase 2 of the study, the majority of the respondents reported that they felt little or no pressure in the selection of materials. Where pressure was felt, the primary sources of the pressure

were parents, principal, teachers, and conservative groups. When sense of pressure was examined in terms of whether challenged material was retained, restricted, or removed, no significant difference was found.

Thus, although the study showed that librarians who had experienced challenges felt somewhat under more pressure than those without challenges, it appeared to make no significant difference in outcome to a challenge.

Level of Formal Training

The studies of Fiske (1959), Busha (1972) and Pope (1974) note the positive relationship between the extent of formal education and the least restrictive intellectual freedom environment. Their findings suggested that the extent of formal education was positively related to the retention of challenged library materials.

The findings of the national study do not support the level of formal education as affecting the outcome to challenges. The majority of respondents or 73.6% reported having a master's degree or above. They also indicate that 33.8% received their highest degree from a program which had been accredited by the American Library Association. Another 20.1% received their highest degree from a National Council for the Accreditation of Teacher Education (NCATE) accredited educational unit. When compared to outcome, it was found that the level of formal education did not significantly affect the outcome of challenges. Further, receipt of one's highest degree from an ALA accredited program or NCATE accredited educational unit did not significantly affect the outcome of challenges.

Locus of Control

Locus of control was discussed in the behavioral science research summarized by Doob (1983). Among the important findings relevant to school principal\librarian relationships were the following:

> The individual, as part of the confrontation with other individuals, through employing various tactics, may influence the eventual outcome of a confrontation.

If a major participant in a confrontation has a weak belief in his\her own self-control, s\he

> may hesitate to be decisive, or quite the contrary, s\he may be even more decisive in order to compensate for his own insecurity.

In the 1990 national study, respondents were in general agreement with statements indicating internal locus of control. Librarians who reported that challenged material was retained were less likely to exhibit gross estimates of external locus of control than those who reported that challenged material was removed.

Dogmatism

In terms of dogmatism, the power and influence of administrators was discussed by Fiske (1959), Farley (1964), and Busha (1972). The research suggested that the influence and power of the school administrator might be a factor in influencing the outcome of challenges to school library materials. In addition, Silver (1983) cites Etzioni's compliance theory and Gamson's classification of subordinates' orientations in conjunction with Gamson's theory of social conflict. Finally, Doobs (1983) summary of behavioral science research includes the following:

> Attitudes toward authority and obedience have far-reaching implications for the individuals and society.
>
> The communication of an authority, who in the past, has proven to be correct or helpful or is believed to be the source of wisdom, may be judged acceptable without hesitation.
>
> The perceived power and authority of the individuals at the moment of confrontation and thereafter is likely to have a profound effect upon the roles they assume and the tactics they employ.

In the 1990 national study, most respondents disagreed with statements which supported closed belief systems or blind acceptance of principal's directives. Those who reported that material was retained were less likely to agree with statements which supported closed belief systems or blind acceptance of authority than those who reported that material had been removed.

Racial Heritage

In the national study, the great majority or 96% of the respondents were white. Nonwhite librarians reported fewer retentions and more restrictions compared to white librarians, who reported more retentions and fewer restrictions (see Table 5-3).

Gender

In the national study, the majority of the respondents or 87.1% were female. There were no significant differences in outcome to challenges based on gender.

Summary of Librarian's Characteristics

Outcome of challenges to materials was found to be influenced by few characteristics of the school librarian that were examined. These characteristics included racial heritage and gross estimates of degree of dogmatism and internal locus of control. Because so few of the respondents in this sample were nonwhite, this area, in particular should receive more study.

School Environment

The area of school environment includes the influence and power of administrators, the influence of teachers, and school size.

Influence and Power of Administrators

Studies by Fiske (1959), Farley (1964), and Busha (1972) all include a focus on the influence of the administrator on the challenge. The research suggests the influence of the principal as a factor in influencing the outcome of challenges to school library materials.

The 1990 national study supports the finding that principals influence the outcome of challenges to materials. Respondents list the principal, second only to parents, as a primary source of pressure in the selection of library materials. They report the principal as initiator of a challenge in

6.5% of the cases. Although small in percentage, challenges initiated by principals have a high likelihood of resulting in restriction or removal.

The principal is viewed as a source of strength. The support of the principal was found to make a difference in which material was retained, restricted, or removed. Where principals were seen as supportive, challenges were more likely to result in retention. Where principals were viewed as less supportive, challenges were more likely to result in removal or restriction.

Principals are listed most often by librarians who report seeking assistance within the district. Those who reported receiving assistance from the principal were more likely to have challenges result in retention than those that did not.

Thus, the national study supports previous studies which find that the school principal is influential in affecting the outcome of challenges to school library materials.

Influence of Teachers

The national study also examined whether teachers were influential in the outcome of challenges to school library materials. Respondents list teachers as third, after parents and principal, as a primary source of pressure in the selection of library materials. They report teachers as initiators of a challenge in 13.4% of cases. Challenges initiated by teachers were found to result in fewer retentions than those initiated by parents.

The teacher(s) is viewed as a source of strength. The support of teachers was found to make a difference in whether material was retained, restricted, or removed. Where teachers were seen as highly supportive, challenges were more likely to result in retention. Where teachers were viewed as less supportive, challenges were likely to result in removal or restriction.

Thus, the national study supports previous research which found that teachers were influential in the outcome to challenges to materials.

School Size

Pope found that regardless of the type of library studied (i.e., school public, or academic), that librarians serving at larger institutions with larger user groups were less restrictive, particularly for school libraries. This suggested that there may be a positive relationship between the size of the school student population and the retention of challenged school library material.

The national study supports this finding. Most respondents report working in schools with enrollments of 1499 or less (see Table 4-4). There were significant differences based on school enrollment in terms of outcome. Materials were retained less and removed more in schools below 500. Materials were retained more in schools over 1500 when compared to other categories.

Community Environment

The area of community environment includes the influence of information media, size of community, and support during the challenge coming from outside the school or district.

Information Media

Fiske (1959) suggested the hypothesis that press support could be influential in outcome to challenges. Reports of recent years including Limiting What Students Shall Read (1981), and Wisconsin Department of Public Instruction (1980, 1981a, 1981b), found few challenges which received coverage by local public information media (15% reported in both reports).

The 1990 national study examined the role of information media. Like Limiting What Students Shall Read and the Wisconsin Department of Public Instruction studies, it was found that challenges to materials were not usually known outside the school. Of the responses to this question, 94.4% indicated that information media had no knowledge of the complaint. Where information media coverage occurred, newspapers provided the most coverage, and that coverage leaned toward retention. Information media did not significantly affect the outcome of challenges to materials.

Size of Community

Busha (1972) found community size to relate positively to the public librarian's intolerance of censorship, i.e., as community size increased, attitudes of librarians were found to be less tolerant of censorship. The 1990 national study represented the range of communities present in the United States, from large central cities to rural communities. There were no overall significant differences in outcome according to type of community.

Support During the Challenge

Although not dealt with in a comprehensive manner in library research, support received during a challenge has been found to make a difference in the outcome to challenges to materials. The importance of support during a challenge can be examined in the research which relates to the librarian's feeling of pressure. Fiske (1959), England (1974), and Wisconsin Department of Public Instruction (1980, 1981a, 1981b) address the effect of the librarians' sense of pressure. The studies suggest that the librarian who feels under pressure will be less likely to actively promote intellectual freedom and defend materials when challenges occur.

In a related way, Price and Roberts (1987) discuss the spiral of silence research of Noelle-Neumann. In her research, Noelle-Neumann concludes that people who perceive from media reports that trends of opinion are running against their views will refrain from expressing their opinions because of a fear of social isolation. Their lack of communication will strengthen the opposition. Price and Roberts also cite Asch as providing a theoretical foundation for the spiral of silence theory. Asch found that even a single partner siding with an individual enabled that individual to hold his\her own course against the majority.

In the national study, a summary of support during the challenge showed that 88.4% of respondents sought no assistance outside the district, and that 83% indicated that no assistance was received during the challenge from persons or groups outside the district. Although most respondents did not seek outside assistance, those who did had a higher rate of retention and a lower rate of removal than those who did not. There was also a statistically significant difference in outcome for those receiving assistance compared to those that did not. Those receiving assistance were more likely to have material retained and less likely to have material removed than those not seeking assistance.

When each choice category was examined, the only category where significance outside the district was found was in "other."

Thus, support received from outside the district did influence the outcome of challenges to materials.

Initiator

The question of who challenges the material and the effect on outcome was reported by Fiske (1959), Woodworth (1976), WIsconsin Department of Public Instruction (1980, 1981a, 1981b), and Jenkinson (1985). They found generally that complaints initiated by those inside the school or district, such as district administrator, the principal, or teachers were more likely to result in removal than challenges initiated outside the district by others such as parents.

Findings of the 1990 national study support the finding that those within the district or school are more likely to have materials removed than those outside the school or district. Challenges were most often initiated by parents, i.e., 64.1% of the time, and by the principal or teachers 19.9% of the time. The study found that when complaints were initiated by district administrators, that they were more likely to result in removal than others. Complaints from principals were more likely to result in fewer retentions and more restrictions and removals than others. Complaints from parents were more likely to result in retention and less likely to result in restructions than others.

Thus, initiators outside the school or district were less likely to have material removed than those inside the district.

Other

Form of Complaint

The national study found differences in outcome based on whether material was challenged orally or in writing. The majority of challenges or 72.8% were oral, and 27.1% were written (or oral as well as written). Female librarians were more likely to receive oral complaints. District

administrators, principals, or teachers were more likely to initiate oral challenges, while parents and conservative groups were more likely to have written complaints. Oral complaints were more likely to result in removal than written complaints, while written complaints were more likely to result in retention. Written materials selection policies were more likely to be used during the challenge process when challenges were written, while oral challenges were more likely to have the policies not used at all. Principals and teachers gave greater support to written challenges. Assistance was sought more within a district as well as outside a district when a challenge was written. Finally, there was more active support for retention of written challenges, and information media were more likely to be aware of a challenge if it were written.

Support for Retention

Respondents in the national study indicated the level of active support for retention. Where there was active support for retention, challenged materials were more likely to be retained or less likely to be restricted or removed.

Support for Removal

Respondents in the national study indicated the level of active support for removal. Where there was active support for removal, material was more likely to be removed or restricted.

Examination of all Factors

Logistic regression analysis was conducted to examine all factors being studied. These factors were initiator, community environment, school environment, librarians characteristics, complaint background, and materials selection policy. The analysis look at retention vs. nonretention (restriction or removal) of materials. The results of the analysis suggest that there is a greater probability of retention when there is internal or external assistance provided to the librarian during a challenge process, when there is support for retention, and when there is a written board approved policy that is used during the challenge. The results of the logistic regression analysis suggest that there is a greater probability of nonretention when the principal initiates the challenge, the librarian exhibits gross estimates of dogmatism, and when there is support for removal.

Discussion of Conceptual Model

The results of the national study confirm, refute, and add variables which are suggested as influencing whether library materials are retained, restricted, or removed. The study confirms that the variables involved are complex, and suggests the inclusion of the following hypotheses associated with the outcome of retention:

1. *District Selection Policy
    - *a. existence
    - *b. use during a challenge process

2. Librarian's Characteristics
    - a. internal locus of control
    - b. low degree of dogmatism

3. *School Environment
    - a. support of school principal during challenge
    - b. support of teachers during challenge
    - *c. overall internal support received by librarian during challenge
    - d. size of school (i.e., larger schools)

4. *Community Environment
    - *a. support librarian receives during challenge from outside the school

5. Initiator of Challenge
    - a. parents
    - b. those generally outside school environment

6. *Complaint Background
    - a. written complaint
    - *b. active support for retention

*also supported in logistic regression analysis

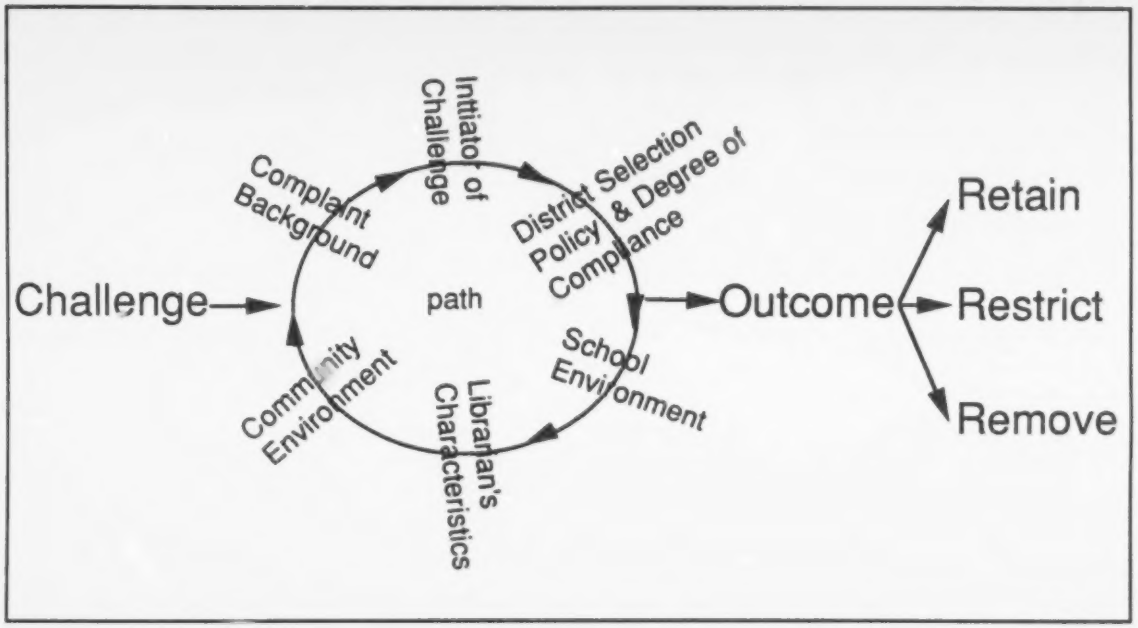


Figure 8-1

Revised Suggested Conceptual Model for Outcomes to Challenges

Future Research Directions and Questions

The research analysis to date suggests additional areas of study based on collected data as well as future research directions. The discussion of future directions will be divided into two parts. The first part will focus on research which can be based on data collected in the 1990 national study. The second part will focus on those areas in which support for future research is warranted.

Future Research Based on Collected Data

School Environment

The research results focus on the importance of the school environment. This environment includes the principal and teachers. The data should be examined from these perspectives, focusing, for example, on challenges to materials in which the principal or the teacher is the initiator. Are the

subjects focused on by principal(s) or teachers during the challenge different from those focused on by others? To what extent is the policy followed when the principal or teachers initiate the challenge?

Complaint Background

The data provide information on titles of materials that were challenged. In most instances, a title that was challenged was challenged only once. However, in some instances, the same title was challenged more than once. A study of selected titles and the process involved may provide insights into the nature of titles challenged more than once.

Public Information Media

Although few challenges were known outside the school environment, those known to public information media should be studied as a group to provide additional information about the nature of material challenges known to information media and their possible impact. Far too little is known about the influence of information media on challenges.

Form of Complaint

The form of complaint was found to make a difference in the outcome of challenges. Oral challenges and written challenges should be separated and studied in detail to provide more insight into the nature of oral and written challenges.

Region of the Country

The study of challenges to materials could examined according to region of the country. The south, for example, would be an area of particular interest.

Future Research for Which Support is Warranted

The results of each of the above studies based on collected data could lead to the need for further research relating to the areas identified. In addition, examples of future directions are provided below.

School Environment and Librarian's Characteristics

The relationship of the librarian to the principal is an area which should continue to be examined. The effect of the subordinate role of the librarian in a hierarchical structure needs further study. This includes further examination of the librarian's attitude toward authority and sense of dogmatism, locus of control, and level of self-esteem. Effective schools research should be examined particularly in terms of relationships within the school and responses to challenges. Relationships should include a focus on teachers as well as principals.

Complaint Background

The form of complaint was found to make a difference in the outcome of challenges. More attention should focus on this area.

Support

The importance of internal and external support to the librarian during a challenge was a major finding of the study. Additional research is needed in this area, focusing, for example, on support outside the district. Traditional sources of support were found to be less effective than "other" outside support. The nature of effective support should be among the areas receiving further study.

Cultural Differences

Are there cultural differences among librarians which influence their response to challenges to materials? Future studies may focus on this area.

Elementary School Libraries

This study focused on challenges to library materials in public secondary schools. Future studies may include a focus on challenges to materials at the elementary level.

Other

The 1990 national intellectual freedom study focused on the most recent challenge to library materials at the secondary level. The study should be replicated. In addition, long-term, rather than short-term, examinations of challenges to materials are warranted. As a major access concern, challenges to materials require a long-term perspective.

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APPENDIX A

Population and Sample by Region and State

Region	Population	Sample
West		
A. Mountain		
Montana	498	95
Idaho	232	45
Wyoming	142	28
Nevada	119	23
Utah	225	43
Colorado	490	93
Arizona	454	87
New Mexico	240	45
Total	2400	459
B. Pacific		
Alaska	286	54
Hawaii	79	15
Washington	655	125
Oregon	553	105
California	2825	540
Total	4398	829
TOTAL	6798	1298

South		
A. South Atlantic		
Maryland	382	73
Delaware	52	10
Virginia	442	85
West Virginia	388	74
North Carolina	856	164
South Carolina	440	84
Georgia	822	157
Florida	747	142
Total	4128	789
B. East South Central		
Kentucky	723	138
Tennessee	769	146
Mississippi	468	89
Alabama	718	137
Total	2678	510
C. West South Central		
Arkansas	488	93
Louisiana	694	133
Texas	1429	464
Oklahoma	1079	206
Total	4690	896
TOTAL	11496	2195

Northeast		
A. New England		
Maine	313	59
New Hampshire	177	34
Vermont	142	27
Mass.	612	117
Rhode Island	83	16
Conn.	348	67
Total	1675	320
B. Middle Atlantic		
New York	1507	288
Pennsylvania	1129	216
New Jersey	988	189
Total	3624	693
TOTAL	5299	1013

North Central		
A. East North Central		
Wisconsin	897	171
Michigan	1236	236
Illinois	2098	400
Indiana	691	132
Ohio	1469	281
Total	6391	1220
B. West North Central		
North Dakota	336	64
South Dakota	480	92
Nebraska	772	147
Kansas	728	139
Minnesota	622	119
Iowa	725	139
Missouri	945	181
Total	4608	881
TOTAL	10999	2101
Total of All States	34592	6607
Washington, D.C.	52	10
GRAND TOTAL	34644	6617

APPENDIX B

Categories Used to Divide the States into Strata

Category	Description
Large Central City	Central city of Standard Metropolitan Statistical Area (SMSA) with a population greater than or equal to 400,000 or a population density greater than or equal to 6000 persons per square mile.
Mid-Size Central City	Central city of an SMSA but not designated as a large central city.
Urban Fringe of Large City	Places within an SMSA of a large central city and defined as urban by the U.S. Bureau of the Census.
Urban Fringe of Mid-Size City	Places within an SMSA of a mid-size central city and defined as urban by the U.S. Bureau of the Census.
Large Town	Places not within an SMSA, but with a population greater than or equal to 25,000 and defined as urban by the U.S. Bureau of the Census.
Small Town	Places not within an SMSA, with a population less than 25,000 but greater than or equal to 2,500 and defined as urban by the U.S. Bureau of the Census.
Rural	Places with population less than 2,500 and defined as rural by the U.S. Bureau of the Census.

Source: U.S. Bureau of the Census

APPENDIX C

Phase 1 Questionnaire

University of Wisconsin-Extension
Wisconsin Survey Research Laboratory

Project 1958
November, 1989

A SURVEY ON COMPLAINTS ABOUT LIBRARY MEDIA MATERIALS

1. What is the approximate total number of students enrolled in your school district?

   #: _____

2. In what type of school do you spend most of your working time?

   ___1. Grades K-8 ___2. Middle School (Grades ___ to ___) ___3. Junior High (Grades ___ to ___)

   ___4. High School (Grades ___ to ___) ___5. Other (Specify): _____

3. What is the total student enrollment in this school? #: _____

4. Is there a library media center in this school? ___1. Yes ___2. No

5. How many certified full-time and part-time library media/audiovisual specialists work at this school? ENTER "0" IF NONE.

   # full time: _____ # part time: _____

6. Is there a school board approved district selection policy for library media materials?

   ___1. Yes ___2. No ___7. Don't know

7. Some school library media specialists operate with considerable freedom. Others feel under pressure. Not considering budget or curriculum restraints, to what extent do you feel under pressure from others in the selection of library media materials?

   ___1. Very much ___2. Somewhat ___3. Hardly at all ___4. Not at all

8. How many complaints* regarding library media materials in this school have there been in 1986-87, 1987-88, and 1988-89? ENTER "0" IF NONE.

   # in 1986-87: _____ # in 1987-88: _____ # in 1988-89: _____

*For purposes of this research, a "complaint" is an oral or written challenge questioning the presence or appropriateness of library media material. It may be initiated by any member of the school staff as well as persons outside the school.

Survey completed by: PLEASE CHECK.

___1. Library media specialist ___2. Principal ___0. Other (Specify):

_____

THANK YOU VERY MUCH. PLEASE RETURN THE COMPLETED QUESTIONNAIRE IN THE POSTAGE PAID ENVELOPE PROVIDED TO THE WISCONSIN SURVEY RESEARCH LABORATORY, UNIVERSITY OF WISCONSIN-EXTENSION, 610 LANGDON STREET, (109 LOWELL HALL), MADISON, WI 53703.

APPENDIX D

Phase 2 Questionnaire

Confidential Survey: Complaints about Library Media Center Materials in Middle, Junior, & Senior High Schools

Section A. Background Information

1. Grades represented in this school. Check all that apply.

   ____ 5 ____6 ____7 ____ 8 ____9 ____ 10 ____ 11 ____ 12 ____other

2. What is the total student enrollment in this school? _____

3. What is the total student enrollment in this school district? _____

4. Including yourself, how many certified/licensed library media*/audiovisual specialists work in this school who are full-time and part-time? (enter 0 if none)

   a. Full-time? #:____
   b. Part-time? #:____

5. Including this year, how many years have you been employed as a school library media or audiovisual specialist?

   a. At this school? # years: ____
   b. Anywhere, including this school? # years: ____

6. How many years have you been employed as a classroom teacher? (enter 0 if none) ____

7. What is the highest level of formal education you completed?

   ____1. Bachelor's degree
   ____2. Post bachelor's study
   ____3. Master's degree
   ____4. Post master's study
   ____ 5. Two Master's degrees
   ____ 6. Specialist degree/certificate
   ____ 7. Ph. D./Ed.D.
   ____ 0. Other (Specify)_____

8. For highest degree in library or media education, check appropriate category.

   ____1. American Library Association (ALA) accredited master's program
   ____2. National Council for the Accreditation of Teacher Education (NCATE) accredited educational unit
   ____3. Neither of the above
   ____0. Other (Specify) _____
   ____7. Unknown

9. Gender. ____1. Female ____2. Male

10. What is the year of your birth? 19____

11. What is your racial heritage?

    ____1. American Indian or Alaskan Native
    ____2. Asian or Pacific Islander
    ____3. Black/African-American (not Hispanic)
    ____4. Hispanic (Spanish/Latin American/Mexican/Puerto Rican/Cuban/Chicano/Latino)
    ____5. White (not Hispanic)
    ____0. Other (Specify) _____

* also includes librarians

Section B. Library Media Center Materials Selection and Complaints

12. Indicate the extent to which there is a policy for the selection of library media materials. Check one.

    ____1. Informal understood policy
    ____2. Written policy not approved by school board. In what year was it written? (estimate, if necessary) 19_____
    ____3. Written policy approved by school board. In what year was it approved? (estimate, if necessary) 19_____
    ____4. No policy of any kind
    ____0. Other (specify) _____

13. Some school library media specialists operate with considerable freedom. Others feel under pressure. Not considering budget or curriculum restraints, to what extent do you feel under pressure from others in the selection of library media center materials? Check the appropriate number which most nearly reflects your feeling about pressure.

    1☐ 2☐ 3☐ 4☐ 5☐ 6☐

    No pressure Extreme pressure

14. If any pressure is felt, what do you consider to be the source(s) of the pressure? Check all that apply.

    ____a. School board
    ____b. Superintendent/district administrator
    ____c. District library media director
    ____d. Principal of school
    ____e. Teacher(s)
    ____f. Parent(s)
    ____g. Community members other than parents
    ____h. Conservative group/organization/church
    ____i. Liberal group/organization/church
    ____j. Other (Specify)_____

Complaints

A complaint about library media materials may be initiated by any person whether inside or outside the school.

An **oral complaint** is an oral challenge relating to the presence and/or appropriateness of material in the library media center.

A **written complaint** is a formal, written challenge filed with the school or library media center relating to the presence and/or appropriateness of material in the library media center.

15. Have there been any oral or written complaints regarding library media materials in this school since September, 1987?* (Note: If employed in this school less than three (3) years, answer only for the period in which you have been at this school).

    ____ 1. Yes ____2. No ____7. Don't know

    ↓ PLEASE SKIP TO SECTION D, PAGE 6.

16. How many oral or written complaints have there been since September, 1987 #:____

* Regardless of the grade levels served in this school, focus only on LMC materials for grades 5 and above.

Confidential

Section C. Most Recent Resolved Complaint

This section provides an opportunity to report on the most recent **resolved** complaint occurring between **September, 1987 and today**. A **resolved complaint** is one in which a decision has been reached about the presence and/or appropriateness of challenged LMC material.

17. What was challenged? Please check all that apply.

_____a. Nonfiction book(s)
_____b. Fiction book(s)
_____c. Film(s)/video(s)
_____d. Other AV material
_____e. Magazine(s)
_____f. Newspaper(s)
_____g. Other (Specify) _____

18. How many items were challenged in this complaint? #:_____

19. Name the challenged library media center material. If book(s), provide author(s) as well as title, if known.

_____
_____
_____

20. Form of challenge? Please check one.

_____1. Oral only _____2. Written only _____3. Both oral and written

21. What were the subjects focused on in the complaint? Check all that apply.

_____a. Abortion
_____b. Anti-American
_____c. Anti-government
_____d. Defiance of authority
_____e. Drugs
_____f. Evolution
_____g. Family values
_____h. Homosexuality
_____i. Human reproduction
_____j. Immaturity of users
_____k. Inaccuracy
_____l. Morality
_____m. New age
_____n. Nudity
_____o. Obscenity
_____p. Occult
_____q. Parental disrespect
_____r. Politics/political theory
_____s. Pornography
_____t. Profanity
_____u. Racism
_____v. Religion excluding evolution
_____w. Secular humanism
_____x. Sexism
_____y. Sexuality
_____z. Values clarification
_____aa. Violence
_____bb. War
_____cc. Witchcraft
_____dd. Other (Specify) _____

22. Who was **primarily** responsible for initiating the most recent complaint? Check one.

_____1. School board member(s)
_____2. Superintendent/district administrator
_____3. Principal
_____4. Teacher(s)
_____5. Parent(s)
_____6. Conservative group/organization/church
_____7. Liberal group/organization/church
_____0. Other (Specify) _____

Confidential

23. What was this complaint based on? Check one.

_____1. Based on its presence in the library media collection
_____2. Based on material's use in classroom
_____3. Both 1 & 2
_____0. Other (Specify) _____

24. What was the outcome to the complaint? Check one.

_____1. LMC material was retained on open shelves
_____2. LMC material was restricted
_____3. LMC material was removed from collection
_____0. Other (Specify)_____

25. In your opinion, to what extent was the library media materials selection policy used during the challenge process? Choose the number which corresponds most closely to your opinion. (If no policy, check here _____ and go to question 26.)

1☐ 2☐ 3☐ 4☐ 5☐ 6☐
not used at all — used fully

26. What best describes the level of support provided to you by the school principal during the process?

1☐ 2☐ 3☐ 4☐ 5☐ 6☐
not supportive — partnership role

27. What best describes the level of support given to you by teachers in the school who knew of the challenge? (If teachers were unaware of the challenge, check here _____, and go to question 28.)

1☐ 2☐ 3☐ 4☐ 5☐ 6☐
not supportive — partnership role

28. To what extent did you **seek assistance** from **within** the school or district during the time of the challenge process?

1☐ 2☐ 3☐ 4☐ 5☐ 6☐
no assistance sought — much assistance sought

29. Regardless of whether you sought assistance or not, from whom did you **receive assistance within** the district during the challenge process? Check all that apply.

_____a. Library media specialists in the district
_____b. District library media coordinator/director
_____c. School principal
_____d. Local teachers' organization
_____e. Other (Specify) _____
_____f. No assistance received within district

30. To what extent did you **seek assistance** from **outside** the district during the complaint process?

1☐ 2☐ 3☐ 4☐ 5☐ 6☐
no assistance sought — much assistance sought

Confidential

31. Regardless of whether you sought assistance or not, from whom did you receive assistance outside the district during the complaint process? Check all that apply.

____a. Library media specialists outside the district
____b. Local public library or public library system
____c. State professional library or media association
____d. State teachers' organization
____e. State Department of Education/Public Instruction
____f. National organizations (Specify) _____
____g. Other (Specify) _____
____h. No assistance received outside district

32. Was there active support **for retention** of the challenged material? Supporters might include school board members, administrators, teachers, students, parents, community individuals, and groups. (If possible supporters had no knowledge of challenge, check here _____, and go to question 33.)

1☐ 2☐ 3☐ 4☐ 5☐ 6☐
no support for retention — high level of support for retention

33. Was there active support **for removal** of the challenged material? Supporters might include school board members, administrators, teachers, students, parents, community individuals, and groups. (If possible supporters had no knowledge of challenge, check here _____, and go to question 34.)

1☐ 2☐ 3☐ 4☐ 5☐ 6☐
no support for removal — high level of support for removal

34. To what extent did community public information media such as newspapers, radio, or television know of the LMC complaint?

1☐ 2☐ 3☐ 4☐ 5☐ 6☐
no knowledge — extensive knowledge

(IF NO KNOWLEDGE, GO TO SECTION D, page 6)

35. To what extent did **newspaper(s)** report on the LMC complaint?

1☐ 2☐ 3☐ 4☐ 5☐ 6☐
no coverage — extensive coverage

(IF NO COVERAGE BY NEWSPAPERS, GO TO QUESTION 37)

36. How did the **newspaper(s)** react to the complaint?

1☐ 2☐ 3☐ 4☐ 5☐ 6☐
supported **removal** — supported **retention**

37. To what extent did **television station(s)** report on the LMC complaint?

1☐ 2☐ 3☐ 4☐ 5☐ 6☐
no coverage — extensive coverage

(IF NO COVERAGE BY TV, GO TO QUESTION 39)

Confidential

38. How did the **television station(s)** react to the complaint?

1☐ 2☐ 3☐ 4☐ 5☐ 6☐
supported **removal** — supported **retention**

39. To what extent did **radio station(s)** report on the LMC complaint?

1☐ 2☐ 3☐ 4☐ 5☐ 6☐
no coverage — extensive coverage

(IF NO COVERAGE BY RADIO STATIONS, GO TO SECTION D BELOW)

40. How did the radio stations(s) react to the complaint?

1☐ 2☐ 3☐ 4☐ 5☐ 6☐
supported **removal** — supported **retention**

Section D. Perspectives of the Library Media Specialist

As a key player in challenges to LMC materials, your perspectives are important. In responding to this section, reflect upon your experience as a library media specialist as well as your overall perspectives of school, community, and national environments.

Record the number **from the scale** which most accurately reflects your level of agreement with the statements that follow. Do not spend too much time on any one statement. There are no right or wrong answers. Your initial reaction is what is requested.

Scale

1☐ 2☐ 3☐ 4☐ 5☐ 6☐
strongly disagree — strongly agree

41. Library media specialists are respected members of the school faculty. # FROM SCALE: ____
42. When a principal and faculty work well together, you can expect LMC materials to be retained when a challenge occurs. #: ____
43. Library media specialists who work well with faculty members on a day-to-day basis will find teachers supportive when LMC material is challenged. #: ____
44. Library media specialists who receive assistance or support during a complaint from persons or organizations **outside** the school district will be less likely to be intimidated during the challenge process. #: ____.
45. It is appropriate for the library media specialist to adhere to requests of the principal without question. #: ____
46. Getting people to do the right thing depends upon ability. Luck has little or nothing to do with it. #: ____
47. Most people would view my school principal as a strong educational leader. #: ____
48. I feel that I have a number of good qualities. #: ____

Confidential

Scale

1☐ strongly disagree 2☐ 3☐ 4☐ 5☐ 6☐ strongly agree

49. Of all the different philosophies which exist in this world, there is probably only one which is correct. #: _____

50. Many times I feel that I have little influence over the things that happen to me. #: _____

51. A materials selection policy is effective in dealing with LMC complaints. #: _____

52. Most faculty members would describe my principal as having an authoritarian manner. #: _____

53. When the principal does not support the library media specialist in dealing with an LMC complaint, challenged LMC material will usually be removed. #: _____

54. Even though support groups such as other librarians and library organizations exist, library media specialists are really powerless in affecting the outcome of complaints to LMC materials. #: _____

55. Information media in the community such as newspapers or television can greatly influence what happens to LMC material(s) that is challenged. #: _____

56. The higher the level of educational training held by the library media specialist who gets complaints about LMC materials, the greater the likelihood that LMC material will be retained. #: _____

57. In this complicated world of ours, the only way we can know what's going on is to rely on leaders or experts who can be trusted. #: _____

58. There are two kinds of people in this world: those who are for the truth and those who are against the truth. #: _____

59. I take a positive attitude toward myself. #: _____

60. Library media specialists who work well with the principal on a day-to-day basis will find the principal supportive when LMC material is challenged. #: _____

61. Library media specialists who receive assistance or support during a complaint from others within the school or district will be less likely to be intimidated during the challenge process. #: _____

62. If the library media specialist is not viewed as a respected colleague in the school, when LMC complaints occur, the material will usually be removed. #: _____

63. Organized conservative groups that are involved in attempts to remove LMC material can greatly influence the removal of materials. #: _____

64. The worth of library media specialists is often unrecognized. #: _____

65. Library media specialists receive excellent training in higher education programs to prepare them to deal with challenges to LMC materials. #: _____

Confidential

Scale

1☐ strongly disagree 2☐ 3☐ 4☐ 5☐ 6☐ strongly agree

66. Most people just don't know what's good for them. #: _____

67. On the whole, I am satisfied with myself. #: _____

68. This world is run by the few people in power and there is not much the ordinary person can do about it. #: _____

69. When the library media materials selection policy is followed during the challenge process, challenged material has a greater chance of being retained. #: _____

70. A self-confident library media specialist will be less likely to be intimidated during the challenge process when faced with a challenge to LMC material. #: _____

71. When a principal and faculty work well together, they are less likely to be divided when faced with a challenge to LMC material. #: _____

72. The support of the principal is critical in the retention of challenged LMC material. #: _____

73. Most complaints about LMC materials can be traced to organized conservative groups. #: _____

74. Based upon my first-hand experience, it is accurate to say that library media specialists often feel like second class citizens among the faculty of a school. #: _____

75. It upsets me whenever people stubbornly refuse to admit they are wrong. #: _____

76. It is impossible for me to believe that chance or luck plays an important role in my life. #: _____

77. Most people would say that my school has the characteristics of an effective school, such as clear goals, dedicated staff, high expectations, parent-community environment, and positive learning climate. #:_____

Your state: _____

Please provide any additional comments here:

Thank you very much. Please return the completed questionnaire in the postage paid envelope provided to the Wisconsin Survey Research Laboratory, University of Wisconsin-Extension, 610 Langdon Street, (109 Lowell Hall), Madison, WI 53703.

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APPENDIX E

Region Designations

Northeast: (New England) Maine, New Hampshire, Vermont, Mass, Rhode Island, Conn. Also (Middle Atlantic): New York, Pennsylvania, New Jersey

South: (South Atlantic) Maryland, Delaware, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida. Also (East South Central) Kentucky, Tennessee, Mississippi, Alabama
Also (West South Central) Arkansas, Louisiana, Texas, Oklahoma.

North Central: (East North Central): Wisconsin, Michigan, Illinois, Indiana, Ohio. Also (West North Central): North Dakota, South Dakota, Nebraska, Kansas, Minnesota, Iowa, Missouri.

West: (Mountain) Montana, Idaho, Wyoming, Nevada, Utah, Colorado, Arizona, New Mexico. Also (Pacific) Alaska, Hawaii, Washington, Oregon, California.

APPENDIX F

Selection and Development of Statements for
Section D. Perspectives of Library Media Specialists

This appendix provides background information pertaining to the selection and development of Section D, "Perspectives of the Library Media Specialist." The section included several statements that were designed to measure the areas of locus of control, dogmatism, and self-esteem. In most instances, validated test statements were used. The researcher also designed some statements which were intended to focus specifically on school librarians. A discussion of each of the psychological areas follows.

Locus of Control

The locus of control statements are based on J.B. Rotter's Internal-External locus of Control Scale. Rotter's definition for internal-external locus of control includes the following:

> "... an event regarded by some persons as a reward or reinforcement may be differently perceived and reacted to by others. One of the determinants of this reaction is the degree to which the individual perceives that the reward follows from, or is contingent upon, his own behavior or attributes versus the degree to which he feels the reward is controlled by forces outside of himself and may occur independently of his own actions. ...a perception of causal relationship need not be all or none but can vary in degree. When a reinforcement is perceived by the subject as following some action of his own but not being entirely contingent upon his action, then, in our culture, it is typically perceived as the result of luck, chance, fate, as under the control of powerful others, or as unpredictable because of the great complexity of the forces surrounding him. When the event is interpreted in this way by an individual, we have labeled this a belief in external control. If the person perceives that the event is contingent upon his own behavior or his own relatively permanent characteristics, we have termed this a belief in internal control." (Source: p. 227, Robinson and Shaver, 1973).

Thus, external control may be viewed as that which is determined by factors outside the control of the librarian, including luck. Internal control is contingent upon one's own behavior.

Rotter's scale consists of twenty-nine (29) paired statements which measure internal and external control. In each pair, one statement relates to internal locus of control and one relates to external locus of control. The scale is self-administered, has been frequently used with college students, but has also been used with older subjects. An internal consistency coefficient (Kuder-Richardson) of .70 was obtained from a sample of 400 college students. The score for the entire scale is the total number of choices that measure external locus of control.

According to Measures of Social Psychological Attitudes, over 50% of the internal-external locus of control investigations have employed the Rotter Scale. It is recommended as a measure of generalized internal-external locus of control expectancy.

Of the twenty-nine (29) paired statements, a total of four statements were selected for the section, "Perspectives of the Library Media Specialist." In addition, one statement was developed by the researcher. Statements were selected based on the correlation of each item with the total score, excluding item.

Statements Measuring Internal Locus of Control

1. Questionnaire statement 46:

Getting people to do the right thing depends upon ability. Luck has little or nothing to do with it.

Rotters statement: Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

Correlation: .31

2. Questionnaire statement 76 (same as Rotter's):

It is impossible for me to believe that chance or luck plays an important role in my life.

Correlation: .48

Statements Measuring External Locus of Control

1. Questionnaire statement 50 (same as Rotter's)

Many times I feel that I have little influence over the things that happen to me.

Correlation: .48

2. Questionnaire statement 54 (developed by Hopkins)

Even though support groups such as other librarians and library organizations exist, library media specialists are really powerless in affecting the outcome of complaints to LMC materials.

3. Questionnaire statement 68

This world is run by the few people in power and there is not much the ordinary person can do about it.

Rotter's statement:

This world is run by the few people in power, and there is not much the little guy can do about it.

Correlation: .27

References:

Robinson, John P. and Shaver, Phillip R. Measures of Social Psychological Attitudes. Ann Arbor, Michigan: The University of Michigan, Institute for Social Research, revised edition, 1973, pp. 227-234.

Rotter, J.B. "Generalized Expectancies for Internal Versus External Control of Reinforcement," Psychological Monographs, 1966, 80 (1 Whole No. 609).

Dogmatism

UNIVERSITY OF WISCONSIN-MADISON

Dogmatism

The primary purpose of the dogmatism scale is to measure individual differences in openness or closedness of belief systems. The scale should also measure general authoritarianism and general intolerance.

The dogmatism statements are based on a "Short Form Dogmatism Scale," which is a short form of Milton Rokeach's Dogmatism Scale. The short form was developed by Verling C. Troldahl and Fredric A. Powell. The short form is intended for use in field studies.

The researchers sought to determine the reliability of short forms to the original 40 item scale. They found that while the 20 item short form was a good predictor, that 10 item or 15 item versions were gross indices. Researchers were by Troldahl and Powell that if shorter versions were used, relationships between dogmatism and other variables would be lower than if a more precise measure were used.

The Short Form Dogmatism Scale can be self-administered or administered by someone. For purposes of the intellectual freedom study, reliability of statements to the total score were examined based on self-administered statements.

Responses of the short scale were scored along a +3 and a -3 agree\disagree scale, with the 0 point excluded. The scores were then converted to a 1-7 scale by adding the constant 4 to each score. A high score indicated a high degree of dogmatism.

Five statements were selected to measure dogmatism in the intellectual freedom study.

Statements Measuring Dogmatism

1. Questionnaire statement 45 (developed by Hopkins)

It is appropriate for the library media specialist to adhere to requests of the principal without question.

2. Questionnaire statement 49 (same as short form)

Of all the different philosophies which exist in this world, there is probably only one which is correct.

Reliability of self-administered item vs. total score: .68

3. Questionnaire statement 57 (same as short form)

In this complicated world of ours, the only way we can know what's going on is to rely on leaders or experts who can be trusted.

Reliability of self-administered item vs. total score: .73

4. Questionnaire statement 58 (same as short form)

There are two kinds of people in this world: those who are for the truth and those who are against the truth.

Reliability of self-administered item vs. total score: .57

5. Questionnaire statement 66 (same as short form)

Most people just don't know what's good for them.

Reliability of self-administered item vs. total score: .56

6. Questionnaire statement 75

It upsets me whenever people stubbornly refuse to admit they are wrong.

Short form statement: My blood boils whenever a person stubbornly refuses to admit he's wrong.

Reliability of self-administered item vs. total score: .72.

UNIVERSITY OF WISCONSIN-MADISON

References:

Robinson, John P. and Shaver, Phillip R. Measures of Social Psychological Attitudes. Ann Arbor, Michigan: The University of Michigan, Institute for Social Research, revised edition, 1973, pp. 418 - 436.

Rokeach, Milton. The Open and Closed Mind: Investigations into the Nature of Belief Systems and Personality Systems. New York: Basic Books, Inc., 1960.

Troldahl, Verling C. and Powell, Fredric. "A Short-Form Dogmatism Scale for Use in Field Studies." Social Forces, 44, pp. 211-214.

Self-Esteem

The self-esteem statements are based on Morris Rosenberg's Self-Esteem Scale. The scale is designed to measure the self-acceptance aspect of self-esteem.

The entire scale consists of ten (10) items scored in terms of strongly agree and disagree. A Guttmann scale reproducibility coefficient of 92% and a coefficient of scalability of 72% was obtained. The scale has a high reliability for such a short scale.

Although the sampling was originally done on 5,024 high school juniors and seniors, it has been used in a wide variety of samples since then. It is suggested that those wishing a brief scale applicable to various ages could use a scale like this one.

Statements Measuring Self-Esteem

1. Questionnaire statement 48 (same as Self-Esteem Scale)

I feel that I have a number of good qualities.

2. Questionnaire statement 59 (same as Self-Esteem Scale)

I take a positive attitude toward myself.

3. Questionnaire statement 67 (same as Self-Esteem Scale)

On the whole, I am satisfied with myself.

5. Questionnaire statement 70 (developed by Hopkins)

A self-confident library media specialist will be less likely to be intimidated during the challenge process when faced with a challenge to LMC material.

References:

Robinson, John P. and Shaver, Phillip R. Measures of Social Psychological Attitudes. Ann Arbor, Michigan: The University of Michigan, Institute for Social Research, revised edition, 1973, pp. 81-83.

Rosenberg, Morris. Conceiving the Self. New York: Basic Books, 1979.

APPENDIX G

Cover Letters for Phase 1 Questionnaire

Sample Cover Letter Sent With First Questionnaire

UNIVERSITY OF WISCONSIN—MADISON

SLIS SCHOOL OF LIBRARY AND INFORMATION STUDIES

Helen C. White Hall
600 North Park Street
Madison, Wisconsin 53706
Telephone 608/263-2900

Fall, 1989

Dear School Library Media Specialist:

I am writing to inform you of a national research study that I am directing and to ask your assistance in the completion and return of the enclosed short questionnaire. The national study focuses on complaints about library media materials in middle, junior, and senior high schools. It is funded primarily by the U.S. Department of Education, with additional funding provided by Encyclopaedia Britannica, Inc.

Your school has been randomly selected to assist in the identification of schools which have experienced any complaints about library media materials during the period since September, 1986. Such complaints might have come from persons within the school such as teachers, principals, or other school staff, as well as from persons outside the school such as parents or other community members.

All responses to the questionnaire will be absolutely condidential. In no instance will schools or communities be identified or discernable in any resulting reports or summaries. The number on the stamped return envelope is to let the Wisconsin Survey Research Laboratory, which is assisting me in this research, know you have sent back the questionnaire so that no follow-up mailing will be necessary.

Your response is extremely important. It will take only a moment to complete the enclosed questionnaire. If there is more than one library media specialist in this school, the library media center director\head is asked to complete the questionnaire. If no head exists, the questionnaire should be completed by the library media specialist who has worked at this school for the longest period of time.

Please return the questionnaire regardless of whether there are complaints to report or not.

Thank you for your cooperation.

Sincerely,

Dianne McAfee Hopkins

Dianne McAfee Hopkins,
Project Director
Assistant Professor

Enclosures
P#1958

Sample Cover Letter Sent With First Follow-up Questionnaire

UNIVERSITY OF WISCONSIN—MADISON

SLIS SCHOOL OF LIBRARY AND INFORMATION STUDIES

Helen C. White Hall
600 North Park Street
Madison, Wisconsin 53706
Telephone: 608/263-2900

December 11, 1989

Dear School Library Media Specialist:

I recently wrote to you informing you of a national research study that I am conducting which focuses on complaints about library media materials in middle, junior, and senior high schools in the United States. The study is made possible through support received primarily from the U. S. Department of Education, along with additional support from Encyclopaedia Britannica, Inc. I asked your participation in the study, indicating that the questionnaire is confidential and that your school had been randomly selected to participate.

Because I have not yet received your response, I am again asking your cooperation in completing the enclosed, completely confidential, short questionnaire. The number on the outside of the enclosed stamped return envelope is so the Wisconsin Survey Research Laboratory, which is assisting me in this research, will know you have completed the questionnaire and that it is not necessary to contact you again.

If there is more than one library media specialist in this school, the head/director is asked to complete the questionnaire. Where no head exists, the questionnaire should be completed by the library media specialist who has worked at this school for the longest period of time.

Please take the time to complete the questionnaire. Your assistance is extremely important in providing an accurate picture of complaints about library media materials. Your response is needed! Thank you.

Sincerely,

Dianne McAfee Hopkins

Dianne McAfee Hopkins
Project Director
Assistant Professor

DMH/djg
Enclosures
P1958(2)

Sample Cover Letter Sent With Second Follow-up Questionnaire

UNIVERSITY OF WISCONSIN—MADISON

SLIS SCHOOL OF LIBRARY AND INFORMATION STUDIES

Helen C. White Hall
600 North Park Street
Madison, Wisconsin 53706
Telephone: 608/263-2900

January, 1990

Dear School Library Media Specialist:

Few people are busier than school library media specialists. Would you please take about two minutes to complete the enclosed questionnaire? You probably remember receiving this request earlier this semester. I am writing again to ask you to participate in a national research study about complaints relating to library media materials in middle, junior, and senior high schools.

Won't you help? The questionnaire will take only a moment to complete, and is completely confidential. The number on the outside of the enclosed stamped return envelope is so the Wisconsin Survey Research Laboratory, which is assisting me in the research, will know you have completed the questionnaire and that it is not necessary to contact you again.

Your participation is greatly needed to help us to be certain that we have a true picture of complaints about library media materials in our schools. Please return the questionnaire in the enclosed postage paid envelope today. I assure you that your completion of the questionnaire is very important to the study. Thank you.

Sincerely,

Dianne McAfee Hopkins

Dianne McAfee Hopkins
Project Director
Assistant Professor

DMH/djg
Enclosures
P1958(3)

APPENDIX H

Cover Letters for Phase 2 Questionnaire

Sample Cover Letter Sent With First Questionnaire

UNIVERSITY OF WISCONSIN—MADISON

SLIS SCHOOL OF LIBRARY AND INFORMATION STUDIES

Helen C. White Hall
600 North Park Street
Madison, Wisconsin 53706
Telephone: 608/263-2900

Spring, 1990

Dear Library Media Specialist:

Last fall, you responded to my request for information about challenges to library media center materials. Your response indicated that one or more challenges had occurred in recent years in your school.

As a follow-up, I am requesting your participation in a major intellectual freedom study. The study examines the challenge process as it relates to library media center (LMC) materials in middle, junior, and senior high schools in the United States. The study is funded primarily by the U.S. Department of Education. Additional support is also provided by Encyclopaedia Britannica, Inc.

Average questionnaire completion time is 20 - 30 minutes.

Your participation in the study is greatly needed. Only a high questionnaire return will assure that needed information is obtained. Your participation will also help to assure that interpretations about challenges accurately reflect actual occurrences.

All responses are absolutely confidential. Responses are tabulated by the Wisconsin Survey Research Laboratory, which is assisting me in this research. The number on the postage paid return envelope will tell the Survey Lab that no further mailings to you are necessary. Under no circumstances will communities or schools be discernable in reports which result from this study.

Please return the questionnaire as soon as possible. A postage paid envelope is enclosed.

Challenges to LMC material occur throughout the United States. Please help us learn from your experience.

Sincerely,

Dianne McAfee Hopkins

Dianne McAfee Hopkins,
Assistant Professor and
Project Director

P#2011(1)

BEST COPY AVAILABLE

Sample Cover Letter Sent With First Follow-up Questionnaire

UNIVERSITY OF WISCONSIN—MADISON

SLIS SCHOOL OF LIBRARY AND INFORMATION STUDIES

Helen C. White Hall
600 North Park Street
Madison, Wisconsin 53706
Telephone 608 263-2900

April 11, 1990

Dear Library Media Specialist:

You may recall recently receiving a request to participate in a national intellectual freedom survey. The study examines the challenge process as it relates to library media center (LMC) materials in middle, junior, and senior high schools. The study is funded primarily by the U.S. Department of Education, with additional support from Encyclopaedia Britannica, Inc. We highly value your response. For that reason, you are being contacted again.

Having experienced a challenge to library media center materials recently, you have important insights that can help others in preparing for, and dealing with, challenges.

The questionnaire takes between 20 - 30 minutes to complete. I assure you that all responses are confidential. Under no circumstances will communities or schools be discernable in reports which result from this study.

Please return the questionnaire in the postage paid envelope as soon as possible. The number on the return envelope tells the Wisconsin Survey Research Lab, which is assisting me, that no further mailings to you are necessary.

As a person who has experienced challenges to materials, you are the expert. Please help us learn from your experience.

Sincerely,

Dianne McAfee Hopkins

Dianne McAfee Hopkins,
Assistant Professor and
Project Director

P#2011(2)

Sample Cover Letter Sent With Second Follow-up Questionnaire

UNIVERSITY OF WISCONSIN—MADISON
SLIS SCHOOL OF LIBRARY AND INFORMATION STUDIES
Helen C. White Hall
600 North Park Street
Madison, Wisconsin 53706
Telephone 608 263-2900

May 7, 1990

Dear Library Media Specialist:

One in three library media specialists dealt with a challenge to library media materials in the last three years. You are among those who have had challenges. As a professional, it is important that you share your experience. Sharing will help to educate and strengthen other library media specialists who face similar experiences. Thus, we are contacting you again because we value your response.

Please let us learn from your experience. Complete the enclosed, confidential questionnaire as soon as possible and return it in the self-addressed stamped return envelope. The number on the envelope tells the Wisconsin Survey Research Laboratory, which is assisting me, that you have completed the questionnaire and that it is not necessary to contact you again.

Your participation is greatly needed to help us gain a true picture of complaints about library media materials in schools. Your completion of the questionnaire is very important to this national study.

Thank you.

Sincerely,

Dianne Hopkins

Dianne McAfee Hopkins,
Assistant Professor and
Project Director

P-2011(3)

Sample Cover Letter Sent With Third Follow-up Questionnaire

UNIVERSITY OF WISCONSIN--MADISON

SLIS SCHOOL OF LIBRARY AND INFORMATION STUDIES

Helen C. White Hall
600 North Park Street
Madison, Wisconsin 53706
Telephone: 608/263-2900

May 23, 1990

Dear Library Media Specialist:

Few people are busier than school library media specialists, especially at the end of the school year. I am asking again for about thirty (30) minutes of your time to share information about library media material challenges occurring in your school.

There are answers that only you, a person who has experienced challenges, can share. Won't you help? The questionnaire is completely confidential. The number on the outside of the enclosed stamped return envelope is so that the Wisconsin Survey Research Laboratory, which is assisting me in the research, will know that you have completed the questionnaire.

Help us learn from your experiences. I assure you that your completion of the questionnaire is very important to the study. Please return the questionnaire as soon as possible.

Thank you.

Sincerely,

Dianne McAfee Hopkins

Dianne McAfee Hopkins,
Assistant Professor and
Project Director

P2011(4)

Appendix I

Principal Components Used in Logit Regression

Initiator:

q22 will enter logit separately
q22_1 'Board, teacher, superintendent'
q22_2 'Principal'
'Parents' as reference category

Community:

Comnty11 - q31a, q31b, 31e
Comnty12 - q31c, q31d, q31f
Comnty13 - q30, q31g

q31 : 'No assistance' as reference category

Comnty21 - q34, q35, q37, q39
Comnty22 - q36, q38, q40

School Environment:

Enter separately:
q77r - same as q77, except missing as 3.5
q2
Comunity size (CTY, FRINGE, TOWN); 'Rural' as reference category
q26
q27

Envrn21 - q28, q29a, q29b, q29c
Envrn22 - q29e
Envrn23 - q29d

q29: "No assistance' as reference category

Envrn31 - Highsch (grades 9, 10-12), Middsch (grades 5-9)
Envrn32 - q4a, q4b, Jr_hgsch (grades 7-12)
Envrn33 - Othrsch (not high, jr high nor k-8)

K-8' used as reference category for school

Librarian:

Librn11 - q14f, q14g, q14h, q14i
Librn12 - q14a, q14b
Librn13 - q13, q14d, q14e
Librn14 - q14c, q14j

Librn21 - q5a, q5br
Librn22 - q7_2, (masters/post masters), q7_3 (2 masters, special, Ph.D.)
q7: 'Bachelors/post bachelors/other' as reference category
Librn23 - q8_2 (NCATE), q8_3 (other than ALA or NCATE)
q8: 'ALA' used as reference category

Librn31 - q6, Age
q9: Female as reference category
Librn32 - q9, q11_5 (non-white)
q11: 'White' as reference category

Dogmatism:

Dogm11 - q57, q58, q66, q75
Dogm12 - q45, q49

Locus of Control:

Locus11 - q50, q54, q68
Locus12 - q46, q76

Self Esteem:

Esteem1 - q48, q59, q67

Complaint Background:

Entered separately
q20rr (oral only)
q17ar to q17fr
q32, q33
q20: 'Written / written+oral / other' as reference category

Policy:

Policy11 -q12_2 (written, not approved), q12_3 (written, approved), q25
q12: 'Informal, no policy, other' as reference category

APPENDIX J

Logit Regression Analysis by Factor

Initiator

Variable	Logit Coefficient	Standard Error	Chi Square	Significance
Q22-1	.0781	.2411	.1050	not significant
Q22-2	.8621	.2077	17.2338	p<.05

Community Environment

Variable	Logit Coefficient	Standard Error	Chi Square	Significance
Q31A	-.5491	.5843	.8833	not significant
Q31B	-.2875	.6081	.2235	not significant
Q31E	8.0395	11.4831	.4902	not significant
Q31C	-.4491	.7266	.3820	not significant
Q31D	-6.8691	11.3767	.3646	not significant
Q31F	-.2832	.9062	.0976	not significant
Q30	-.3061	.1492	4.2109	p<.05
Q31G	.0481	.6462	.0056	not significant
Q34	81.4379	233.7632	.1214	not significant
Q35	-105.568	298.0649	.1254	not significant
Q37	-76.4428	243.4596	.0986	not significant
Q39	105.2453	315.5847	.1112	not significant
Q36	112.2318	335.2060	.1121	not significant

School Environment

Variable	Logit Coefficient	Standard Error	Chi Square	Significance
Q77	.0615	.0748	.6756	not significant
Q2	2.93E-05	5.469E-05	.2874	not significant
City	-.3757	.2980	1.5896	not significant
Fringe	-.2930	.2719	1.1613	not significant
Town	-.0867	.2327	.1380	not significant
Q27	-.0930	.0371	6.2857	$p<.05$
Q28	.0098	.0576	.0291	not significant
Q29A	.2929	.2479	1.3969	not significant
Q29B	-.0642	.2426	.0699	not significant
Q29C	.1905	.2349	.6580	not significant
Q29E	.0632	.2123	.0886	not significant
Q29W	-.6443	.3430	3.5285	not significant
High School	-.5970	.3711	2.5876	not significant
Middle School	-.2922	.3603	.6576	not significant
Jr. High School	-.0303	.4542	.0044	not significant
Other Schools	-.3964	.4409	.8085	not significant
Q26	-.0750	.0555	1.8278	not significant

Librarian's Characteristics

Variable	Logit Coefficient	Standard Error	Chi Square	Significance
Q14F	-.4391	.2362	3.4573	not significant
Q14G	.4485	.3190	1.9765	not significant
Q14F	.4756	.2806	2.8723	not significant
Q14I	-.1105	.8080	.0187	not significant
Q14A	.0410	.3798	.0116	not significant
Q14B	-.2797	.3169	.7792	not significant
Q13	.2330	.1361	2.9322	not significant
Q14D	-.3545	.2377	2.2239	not significant
Q14E	-.6577	.2407	7.4660	p<.05
Q14C	.3071	.3982	.5946	not significant
Q14J	.6900	.4803	2.0634	not significant
Q5A	-.0005	.0201	.0007	not significant
Q5BR	-.0157	.0194	.6571	not significant
Q7-2	-.1701	.2316	.5397	not significant
Q7-3	-.4476	.2978	2.2592	not significant
Q8-2	-.1834	.2573	.5081	not significant
Q6	.0011	.0141	.0065	not significant
Age	-.0011	.0138	.0066	not significant
Q9	-.1804	.2674	.4551	not significant
Q11-5	1.2408	.5127	5.8561	p<.05

Dogmatism

Variable	Logit Coefficient	Standard Error	Chi Square	Significance
Q57	.0748	.0671	1.2431	not significant
Q66	.0180	.0821	.0481	not significant
Q75	.1261	.0660	3.6545	not significant
Q45	.2934	.0646	20.6425	p<.05
Q49	-.0887	.0853	1.0813	not significant
Q58	.0901	.0696	1.6754	not significant

Locus of Control

Variable	Logit Coefficient	Standard Error	Chi Square	Significance
Q50	-.1088	.0689	2.4927	not significant
Q54	.2677	.0639	17.5367	p<.05
Q68	.0741	.0714	1.0786	not significant
Q46	.0940	.0649	2.0976	not significant
Q76	-.2055	.0684	9.0165	p<.05

Self Esteem

Variable	Logit Coefficient	Standard Error	Chi Square	Significance
Q48	.0193	.1424	.0184	not significant
Q59	-.0446	.1296	.1184	not significant
Q67	-.1045	.1251	.6975	not significant

Complaint Background

Variable	Logit Coefficient	Standard Error	Chi Square	Significance
Q20RR	.3632	.2367	2.3540	not significant
Q17AR	.6096	.2971	4.2108	p<.05
Q17BR	.4181	.2980	1.9690	not significant
Q17CR	.1501	.5328	.0794	not significant
Q17DR	1.2052	1.1000	1.2004	not significant
Q17ER	.6599	.3241	4.1452	p<.05
Q17FR	-3.4517	9.4775	.1326	not significant
Q32	-.4064	.0509	63.6821	p<.05
Q33	.5370	.0695	59.7722	p<.05

Materials Selection Policy

Variable	Logit Coefficient	Standard Error	Chi Square	Significance
Q12-2	-.1032	.3496	.0872	not significant
Q12-3	-.5943	.2318	6.5719	p<.05
Q25	-.2763	.0428	41.7744	p<.05

Appendix K
Phase 2 Questionnaire
Divided by Factor Being Tested

Initiator of Challenge

22. Who was **primarily** responsible for initiating the most recent complaint? Check one.

_____1. School board member(s)
_____2. Superintendent/district administrator
_____3. Principal
_____4. Teacher(s)
_____5. Parent(s)
_____6. Conservative group/organization/church
_____7. Liberal group/organization/church
_____0. Other (Specify)_____

Librarian's Characteristics

5. Including this year, how many years have you been employed as a school library media or audiovisual specialist?

a. At this school? # years: _____
b. Anywhere, including this school? # years: _____

6. How many years have you been employed as a classroom teacher? (enter 0 if none) _____

7. What is the highest level of formal education you completed?

_____1. Bachelor's degree
_____2. Post bachelor's study
_____3. Master's degree
_____4. Post master's study
_____ 5. Two Master's degrees
_____ 6. Specialist degree/certificate
_____ 7. Ph. D./Ed.D.
_____ 0. Other (Specify)_____

8. For **highest** degree in library or media education, check appropriate category.

_____1. American Library Association (ALA) accredited master's program
_____2. National Council for the Accreditation of Teacher Education (NCATE) accredited educational unit
_____3. Neither of the above
_____0. Other (Specify) _____
_____7. Unknown

9. Gender. _____1. Female _____2. Male

10. What is the year of your birth? 19____

11. What is your racial heritage?

_____1. American Indian or Alaskan Native
_____2. Asian or Pacific Islander
_____3. Black/African-American (not Hispanic)
_____4. Hispanic (Spanish/Latin American/Mexican/Puerto Rican/Cuban/Chicano/Latino)
_____5. White (not Hispanic)
_____0. Other (Specify) _____

13. Some school library media specialists operate with considerable freedom. Others feel under pressure. Not considering budget or curriculum restraints, to what extent do you feel **under pressure** from others in the selection of library media center materials? Check the appropriate number which most nearly reflects your feeling about pressure.

1 2 3 4 5 6

No pressure Extreme pressure

14. If any pressure is felt, what do you consider to be the source(s) of the pressure? Check all that apply.

_____a. School board
_____b. Superintendent/district administrator
_____c. District library media director
_____d. Principal of school
_____e. Teacher(s)
_____f. Parent(s)
_____g. Community members other than parents
_____h. Conservative group/organization/church
_____i. Liberal group/organization/church
_____j. Other (Specify)_____

Higher Education

56. The higher the level of educational training held by the library media specialist who gets complaints about LMC materials, the greater the likelihood that LMC material will be retained. #: _____

65. Library media specialists receive excellent training in higher education programs to prepare them to deal with challenges to LMC materials. #: _____

Dogmatism

45. It is appropriate for the library media specialist to adhere to requests of the principal without question. #: _____

49. Of all the different philosophies which exist in this world, there is probably only one which is correct. #: _____

57. In this complicated world of ours, the only way we can know what's going on is to rely on leaders or experts who can be trusted. #: _____

58. There are two kinds of people in this world: those who are for the truth and those who are against the truth. #: _____

66. Most people just don't know what's good for them. #: _____

75. It upsets me whenever people stubbornly refuse to admit they are wrong. #: _____

Locus of Control

46. Getting people to do the right thing depends upon ability. Luck has little or nothing to do with it. #: _____

50. Many times I feel that I have little influence over the things that happen to me. #: _____

54. Even though support groups such as other librarians and library organizations exist, library media specialists are really powerless in affecting the outcome of complaints to LMC materials. #: _____

68. This world is run by the few people in power and there is not much the ordinary person can do about it. #: _____

76. It is impossible for me to believe that chance or luck plays an important role in my life. #: _____

Self-Esteem

48. I feel that I have a number of good qualities. #: _____

59. I take a positive attitude toward myself. #: _____

67. On the whole, I am satisfied with myself. #: _____

70. A self-confident library media specialist will be less likely to be intimidated during the challenge process when faced with a challenge to LMC material. #: _____

School Environment

1. Grades represented in this school. Check all that apply.

_____ 5 _____6 _____7 _____ 8 _____9 _____ 10 _____ 11 _____ 12 _____other

2 What is the total student enrollment **in this school?** _____

3. What is the total student enrollment **in this school district?** _____

4. Including yourself, how many certified/licensed library media*/audiovisual specialists work in this school who are full-time and part-time? (enter 0 if none)

a. Full-time? #:_____
b. Part-time? #:_____

26. What best describes the level of support provided to you by the school principal during the process?

1 2 3 4 5 6
not supportive partnership role

27. What best describes the level of support given to you by teachers in the school who knew of the challenge? (If teachers were unaware of the challenge, check here _____, and go to question 28.)

1 2 3 4 5 6
not supportive partnership role

28. To what extent did you **seek assistance** from **within** the school or district during the time of the challenge process?

1 2 3 4 5 6
no assistance sought much assistance sought

29. Regardless of whether you sought assistance or not, from whom did you **receive** assistance **within** the district during the challenge process? Check all that apply.

_____a. Library media specialists in the district
_____b. District library media coordinator/director
_____c. School principal
_____d. Local teachers' organization
_____e. Other (Specify) _____
_____f. No assistance received within district

41. Library media specialists are respected members of the school faculty. # FROM SCALE: _____

42. When a principal and faculty work well together, you can expect LMC materials to be retained when a challenge occurs. #: _____

43. Library media specialists who work well with faculty members on a day-to-day basis will find teachers supportive when LMC material is challenged. #: _____

47. Most people would view my school principal as a strong educational leader. #: _____

52. Most faculty members would describe my principal as having an authoritarian manner. #: _____

53. When the principal does not support the library media specialist in dealing with an LMC complaint, challenged LMC material will usually be removed. #: _____

60. Library media specialists who work well with the principal on a day-to-day basis will find the principal supportive when LMC material is challenged. #: _____

61. Library media specialists who receive assistance or support during a complaint from others **within** the school or district will be less likely to be intimidated during the challenge process. #: _____

62. If the library media specialist is not viewed as a respected colleague in the school, when LMC complaints occur, the material will usually be removed. #: _____

64. The worth of library media specialists is often unrecognized. #: _____

71. When a principal and faculty work well together, they are less likely to be divided when faced with a challenge to LMC material. #: _____

72. The support of the principal is critical in the retention of challenged LMC material. #: _____

Community Environment

30. To what extent did you **seek assistance** from **outside** the district during the complaint process?

1 2 3 4 5 6
no assistance sought much assistance sought

31. Regardless of whether you sought assistance or not, from whom did you **receive** assistance **outside** the district during the complaint process? Check all that apply.

_____a. Library media specialists outside the district
_____b. Local public library or public library system
_____c. State professional library or media association
_____d. State teachers' organization
_____e. State Department of Education/Public Instruction
_____f. National organizations (Specify) _____
_____g. Other (Specify) _____
_____h. No assistance received outside district

34. To what extent did community public information media such as newspapers, radio, or television know of the LMC complaint?

1 2 3 4 5 6
no knowledge extensive knowledge

35. To what extent did **newspaper(s)** report on the LMC complaint?

1 2 3 4 5 6
no coverage extensive coverage

36. How did the **newspaper(s)** react to the complaint?

1 2 3 4 5 6
supported **removal** supported **retention**

37. To what extent did **television station(s)** report on the LMC complaint?

1 2 3 4 5 6
no coverage extensive coverage

38. How did the **television station(s)** react to the complaint?

1 2 3 4 5 6
supported **removal** supported **retention**

39. To what extent did **radio station(s)** report on the LMC complaint?

1 2 3 4 5 6
no coverage extensive coverage

40. How did the radio stations(s) react to the complaint?

1 2 3 4 5 6
supported **removal** supported **retention**

44. Library media specialists who receive assistance or support during a complaint from persons or organizations **outside** the school district will be less likely to be intimidated during the challenge process. #: _____.

55. Information media in the community such as newspapers or television can greatly influence what happens to LMC material(s) that is challenged. #: _____

63. Organized conservative groups that are involved in attempts to remove LMC material can greatly influence the removal of materials. #: _____

73. Most complaints about LMC materials can be traced to organized conservative groups. #: _____

District Selection Policy

12. Indicate the extent to which there is a policy for the selection of library media materials. Check one.

_____1. Informal understood policy
_____2. Written policy **not** approved by school board. In what year was it written? (estimate, if necessary) 19_____
_____3. Written policy **approved** by school board. In what year was it approved? (estimate, if necessary) 19_____
_____4. No policy of any kind
_____0. Other (specify) _____

25. In your opinion, to what extent was the library media materials selection policy used during the challenge process? Choose the number which corresponds most closely to your opinion. (If no policy, check here _____ and go to question 26.)

1 2 3 4 5 6
not used at all used fully

51. A materials selection policy is effective in dealing with LMC complaints. #: _____

69. When the library media materials selection policy is followed during the challenge process, challenged material has a greater chance of being retained. #: _____

Complaint Background

15. Have there been any oral or written complaints regarding library media materials in this school since **September, 1987?*** (Note: If employed in this school less than three (3) years, answer only for the period in which you have been at this school).

_____ 1. Yes _____2. No _____7. Don't know
PLEASE SKIP TO SECTION D, PAGE 6.

16. How many oral or written complaints have there been since **September, 1987** #:_____

17. What was challenged? Please check all that apply.

_____a. Nonfiction book(s)
_____b. Fiction book(s)
_____c. Film(s)/video(s)
_____d. Other AV material
_____e. Magazine(s)
_____f. Newspaper(s)
_____g. Other (Specify) _____

18. How many items were challenged in this complaint? #:_____

19. Name the challenged library media center material. If book(s), provide author(s) as well as title, if known.
_____

20. Form of challenge? Please check one.

_____1. Oral only _____2. Written only _____3. Both oral and written

21. What were the subjects focused on in the complaint? Check all that apply.

_____a. Abortion
_____b. Anti-American
_____c. Anti-government
_____d. Defiance of authority
_____e. Drugs
_____f. Evolution
_____g. Family values
_____h. Homosexuality
_____i. Human reproduction
_____j. Immaturity of users
_____k. Inaccuracy
_____l. Morality
_____m. New age
_____n. Nudity
_____o. Obscenity
_____p. Occult
_____q. Parental disrespect
_____r. Politics/political theory
_____s. Pornography
_____t. Profanity
_____u. Racism
_____v. Religion excluding evolution
_____w. Secular humanism
_____x. Sexism
_____y. Sexuality
_____z. Values clarification
_____aa. Violence
_____bb. War
_____cc. Witchcraft
_____dd. Other (Specify) _____

23. What was this complaint based on? Check one.

_____1. Based on its presence in the library media collection
_____2. Based on material's use in classroom
_____3. Both 1 & 2
_____0. Other (Specify) _____

24. What was the outcome to the complaint? Check one.

_____1. LMC material was retained on open shelves
_____2. LMC material was restricted
_____3. LMC material was removed from collection
_____0. Other (Specify)_____

32. Was there active support **for retention** of the challenged material? Supporters might include school board members, administrators, teachers, students, parents, community individuals, and groups.
(If possible supporters had no knowledge of challenge, check here _____, and go to question 33.)

1 2 3 4 5 6
no support for retention high level of support for retention

33. Was there active support **for removal** of the challenged material? Supporters might include school board members, administrators, teachers, students, parents, community individuals, and groups.
(If possible supporters had no knowledge of challenge, check here _____, and go to question 34.)

1 2 3 4 5 6
no support for removal high level of support for removal

74. Based upon my first-hand experience, it is accurate to say that library media specialists often feel like second class citizens among the faculty of a school. #: _____

77. Most people would say that my school has the characteristics of an effective school, such as clear goals, dedicated staff, high expectations, parent-community environment, and positive learning climate. #:_____